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ATHLETIC JOURNAL

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High School Boxing from
a Coaching Standpoint

John J. Walsh

Intramural Boxing

DeWitt Portal

The History of Wrestling

Richard Cole



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C O N T E N T S

for January, 1942

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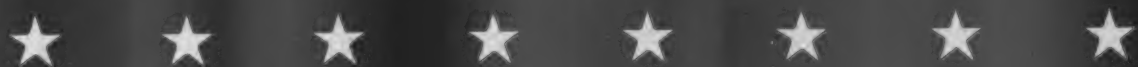
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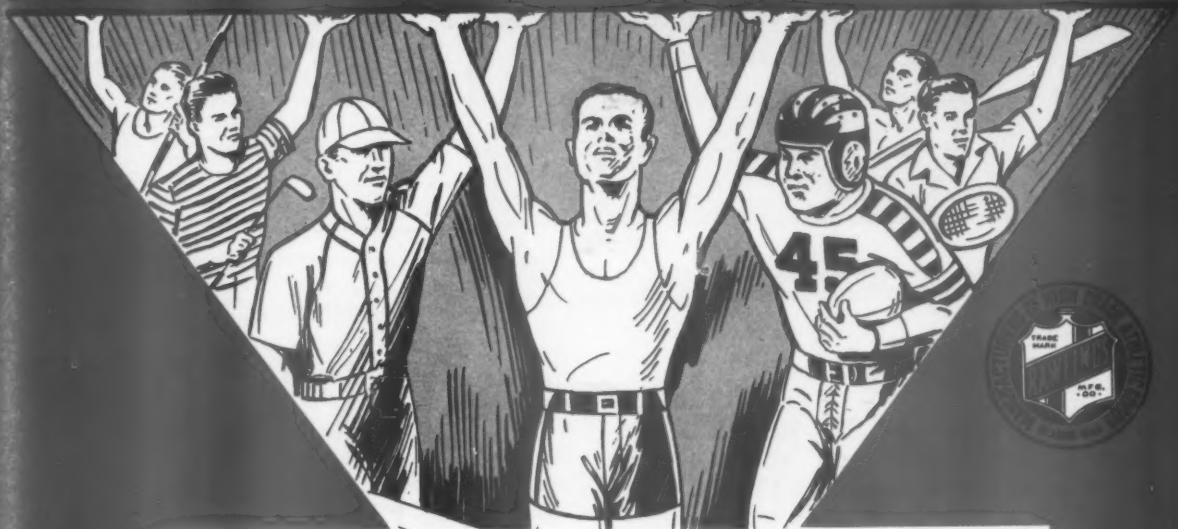


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**WHY NOT AN AMERICAN BATTALION OF FOOTBALL STARS?
THEY ARE THE FIGHTINGEST MEN WE HAVE**



Athletics and National Defense

By J. W. Studebaker

United States Office of Education, Washington

SIMILAR to the martial virtues are the virtues developed by active physical sports and games—intrepidity, resourcefulness, physical hardihood and stamina. Millions of American youth learn these virtues upon thousands of athletic fields, as well as in innumerable gymnasias, swimming pools, summer camps and playgrounds. Self-confidence, mental poise, integration of personality, morale—all these take form in the matrix of active physical sports and games, when conducted under capable supervision in

our schools and colleges.

The present unlimited national emergency calls for a renewed emphasis upon programs to improve the health, physical fitness and morale of our civilian population.

Following the last war, some thirty-six states enacted legislation requiring physical education programs in public schools. Colleges quite generally were awakened to a new sense of responsibility for the health and physical welfare of college youth.

During the past twenty-three years

some progress has been made. But much more needs to be done. In some states the legislation requiring school programs in health and physical education has been more honored in the breach than the observance. School time for active sports and games has sometimes been given grudgingly or not at all. High school and college athletics have oftentimes been centered exclusively upon training the few physically elite rather than upon a well-rounded program of intramural sports

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A WELL-ROUNDED SPORTS PROGRAM

A Well-Rounded Sports Program

IT has been the policy of the **ATHLETIC JOURNAL** to advocate larger and larger athletic programs. Through various surveys we have been able to keep an accurate record of the rise and decline of the various sports. When certain sports started to decline, we presented the reason and started on a campaign to build them up.

Some sports have been omitted from the eleven suggested at the top of these two pages. Those omitted are ones that are limited to certain sections of the country because of weather conditions or because of limited facilities in the majority of the schools.

In the succeeding months seasonal sports and those closely related will be discussed. This issue is devoted principally to boxing, wrestling and gymnastics. These are body-building sports to condition the youth of the nation.

It is hoped that every school will make an all-out effort to round out its athletic program to meet the vital requirements of a physically-fit youth. Several coaches have already sent us their plans for enlarging their programs. A report of the activities of 18,000 coaches in this direction will prove of inestimable value in further shaping and increasing the physical-fitness activities in the schools and colleges of the country.

It is our intention to publish some of the programs that have been developed in which emphasis has been placed upon physical fitness.

High School Boxing From a Coaching Standpoint

By John J. Walsh

Boxing Coach, University of Wisconsin

THERE is no doubt that boxing has been the fastest growing sport in the athletic curriculums of both high school and college. The national defense program naturally provides even a greater impetus, as boxing is the biggest sport in the government's athletic program.

I wish to give first a general picture of the technical side of boxing for high schools, and, later, I shall go into the actual technical points of the sport.

The high school boxing rules are identical to those of the National Collegiate Athletic Association. I say this because every possible precaution has been taken in making the rules; they are the result of intelligent experiments, and they are in keeping with the purpose of boxing at educational institutions. The Wisconsin Interscholastic Athletic Association copied identically the collegiate rules and added a few further precautionary ones.

Equipment

Twelve-ounce gloves are used up through the 132-pound class and fourteen-ounce gloves from that weight up. Mouth pieces, aluminum cups, hand bandages and jerseys are required. In the matter of equipment, it is better to err on the side of caution. *Proper equipment is essential.* The outlay of expenditures for the sport in comparison to that of other sports is considerably less; it is definitely false economy to skimp on your equipment.

(Continued on page 12)

Intramural Boxing

By DeWitt Portal

Boxing Coach, San Jose State College

THE spirit of combat and adventure runs through the veins of all young Americans. To stimulate, develop and promote this valuable characteristic is the national challenge today. Civic, social and recreational institutions of all kinds, universities and colleges of all types have joined with Uncle Sam in his national defense program. To build stronger, healthier, more alert and more courageous young Americans today, is to set the principles of democracy and Americanism of tomorrow in a foundation of cement and steel.

What about the high school program with its millions of young Americans? We are looking toward tomorrow. Uncle Sam's urgent call for help is in the field of secondary education. High school principals and coaches, as real Americans and in the spirit of democracy, will you help Uncle Sam? There are many ways the high school program can co-operate with the national defense program. In order to be constructive, this article will deal with but one, a comparatively new activity, but one of the most important and most valuable sports in the light of our ultimate objective. A large, well-organized program of intramural high school boxing will make many valuable contributions, directly and indirectly, to the American boy of today.

In order to gain a true picture of high school boxing today, we should turn back a few pages of history and thus answer many questions of concern to high school principals. During World War I, the great American people were shocked to learn that our greatness was three-fourths mental and one-fourth physical. Leaders of the day decided that they would put forth every possible effort to build and strengthen the acceptable men through an intensive program of athletic activities.

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SPORTS PROGRAM

The History of Wrestling

By Richard Cole

Wrestling Coach, Rhode Island State College

TODAY there is in existence two types of wrestling—amateur and professional. The former is truly a sport and a combat, the latter a farce and a comedy of errors. This article will deal only with amateur wrestling.

There has not been too much written about the history of wrestling but some evidence has come down to us that is indeed interesting, inspiring and highly scientific. Up through the years from antiquity, many games and sports have developed and have been the pastime of millions. Wrestling is the oldest sport known to man. In comparison to it, baseball, basketball and football are in their infancy.

History tells us that wrestling is at least five thousand years old. Carvings of hundreds of holds and grips on the walls of the temple-tombs of Beni Hasan in Egypt, three thousand years B. C., describe nearly all the maneuvers that are used in the game at the present time. It is self evident by actual material proof that the sport was a highly scientific one in those very dim and distant years of the bygone ages. Truly there is nothing new under the sun and when an enthusiast tells the world he has a new move in the technique of wrestling, he means it is new to him and his friends. No one, however, knows all there is to know about the game.

The graphic descriptions of holds carved into the solid rock of tombs seem to prove that individual combat was the main sport and pastime. The story of the bout between Odysseus and Ajax in the twenty-third book of the Iliad and the evolution of the classic Greek wrestlers tally with the sculptures of Beni Hasan and Nineveh. Apparently wrestling was introduced into Greece from Egypt. The most important event of the Greek pentathlon was wrestling.

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Elementary and Intermediate Parallel Bars

By Hartley D. Price

Varsity Gymnastic Coach and Director of Gymkana, University of Illinois

THE stunts on the parallel bars are described in terms of the relationship that the performer bears to the apparatus. Stunts are spoken of as cross or side according to the relationship that the breadth axis of the body bears to the longitudinal axis of the parallel bars. The breadth axis is considered to be the line drawn from shoulder to shoulder. When the breadth axis is at right angles to the longitudinal axis, the trick is described as cross. When the breadth axis is parallel to the longitudinal axis, the trick is described as side.

From a cross stand, then, the end facing the performer is called the near end and the other is the far end. From a side stand, the near bar is closest to the performer and the other is called the far bar.

Adjustment of Bars

The bars should be adjusted to suit the needs of the performer. Until a fair degree of confidence has been attained, they should be dropped to their lowest point and should be adjusted to slightly less than shoulder width so that the beginner is not apt to fall between the bars.

Safety Factor Should Be Observed

The beginner should be spotted adequately or guarded when he is learning tricks on the parallel bars. The floor and the heavy metal base of the bars should be covered by mats. The coach should be alert always to protect the performer. Mats placed or draped over one or both bars may prevent the performer from

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Tips on Trampolining, America's Newest Sport

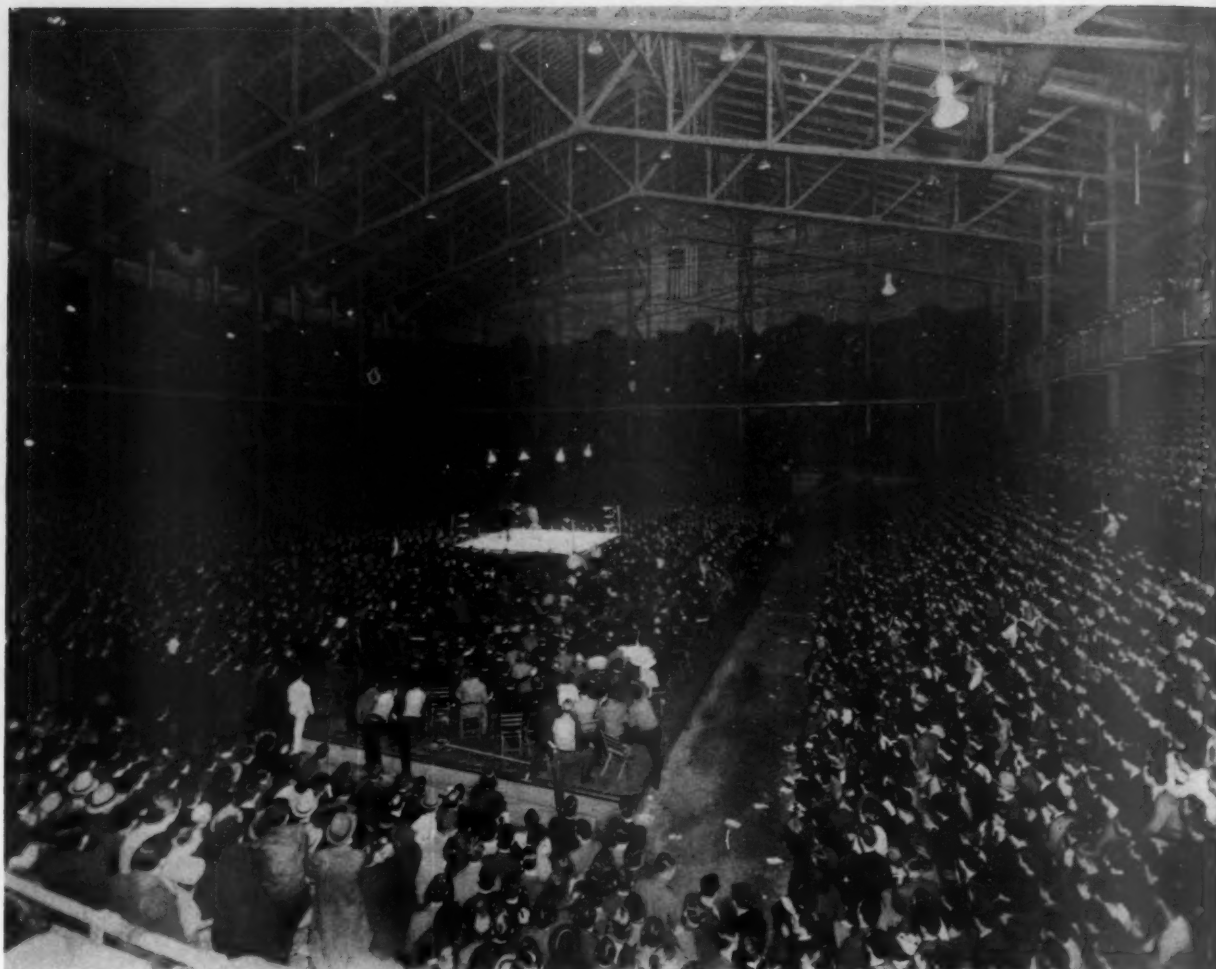
By Eugene Wettstone

Gymnastic Coach, Pennsylvania State College

DIVING through the air gives one a great physical thrill, especially when there is a sure and resilient landing surface. If mother were not around to put a stop to one of the most appealing forbidden sports of childhood, many more bed springs would be ruined by being bounced upon. Trampoline tumbling, America's newest sport, is an answer to a somewhat inhibited desire in both youngsters and oldsters to jump and bounce for it offers great physical satisfaction with a minimum of exertion. Coaches find the trampoline is an aid in tumbling and diving. The newest use for this apparatus is in courses of instruction given to flying cadets at Randolph and at Kelly fields and to parachute jumpers at Fort Benning, Georgia, where it has a conspicuous place in daily training.

The trampoline is in no sense a plaything, but a scientifically designed and resilient platform of strong canvas, supported by springs suspended from a pipe frame. It gives added power to the muscular spring; it affords the performer all the fun of an active game while developing balance, rhythm, grace, poise, and, above all, kinesthetic sense. Although trampolines have been seen in circuses and vaudeville for more than two decades, they are new in the sense that now they

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Boxing, a Popular Sport at the University of Wisconsin.

High School Boxing from a Coaching Standpoint

(Continued from page 10)

ment budget. A football coach would not send his players on the field without head gears and shoulder pads and, by the same reasoning, a boxing coach should not send his boys into the ring without good gloves, a cup, mouth piece and proper shoes. There is no question about the sport being a lucrative one and, in many instances, it is the best money-maker in the athletic program. Hence, the participants should be given the proper facilities and equipment.

Officiating

Proper officiating is vital in the success of your boxing program. In Wisconsin, all officials must take an examination sponsored by the high school governing body and be officially recognized. The official should be familiar with all phases of high school boxing and should be able to recognize all the variations between it,

A.A.U. and professional boxing. He should be cautioned to stop all uneven bouts immediately, to enforce all rules to the letter and to keep the bouts on the sportsmanlike plane for which the rules provide. Former college boxers have proven very capable referees and understand the necessary differences between interscholastic boxing and other types.

General Hints

In training your boys, never permit them to use gloves weighing less than fourteen ounces; it is preferable to use sixteen or eighteen-ounce gloves. The time of the rounds should be one minute in duration with a one-minute rest period. Some states have tried rounds of one and one-half minutes, but the consensus is that one-minute rounds are better suited to high school boys. Practice sessions also should be conducted with

rounds of the same length.

Road work for high school boys should be taken in the following manner: They should walk one-third of a block, jog a third and sprint a third, repeating this seven or eight times. After the boys are in fairly good physical shape, the following workout is suggested: One round of shadow boxing in order to loosen up their muscles; two or three rounds of boxing, followed by one more round of shadow boxing; two rounds on the bags; body exercises and then into the showers immediately. For high school boys, a short, snappy workout of seven or eight rounds with only the one-minute rest in between the rounds is much more beneficial than a long, drawn-out, tiring workout.

The boys should not begin actual boxing until they have mastered all of the fundamentals. Mastery may be obtained by the pairing of boys against one another.

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History of Wrestling

(Continued from page 11)

There have been and still are several types or styles of wrestling. The Greeks covered their bodies with oil or grease to make their muscles pliable and to check the flow of perspiration. They then either rolled in the dust or sprinkled themselves with sand, that a firm hold might be secured. The throwing of one combatant to the ground was registered as a fall. Three falls won a match. The participants were taught to be graceful and well-trained in accordance with the Greek idea of aesthetics. It is recorded that Crotona, 520 B.C., was the most celebrated wrestler of ancient times. He scored thirty-two victories in different national games, six of them at Olympia.

In Japan, wrestling is very popular, the first recorded match was in 23 B.C. The victor was Sukume, whom many claimed to be the greatest of all time. In the eighth century, Shomn made the sport a feature of the annual Harvest of Five Grains. In 858 the throne of Japan was wrestled for by the Emperor Buntokus' two sons. Koreshito was the winner and assumed the throne. Perhaps this incident labeled wrestling as the Sport of Kings. Japan and India draw large crowds to their matches at the present time and stress the great weight of the participants. Many of the wrestlers weigh over three hundred pounds. These men are surprisingly light on their feet and acquire a great degree of proficiency. The bout takes place in a twelve-foot circle. If any part of the body except the feet touch the ground or the mat, the match is lost. Japan also presents Jiu-jitsu, which is a form of the old Samurai weaponless combat. It was first popular in the sixteenth century. Its origin has been traced to a learned physician, Akiyama, who lived at Nagasaki. He brought the style from China and elaborated the system to the extent of 303 different methods of seizing, throwing or otherwise disabling an opponent. These methods are so complicated and require so much skill and speed that only a few real students of the art acquire their complete mastery. In Tokyo, the police must take an oath not to reveal its secrets as to methods of execution. There are over forty schools of Jiu-jitsu in Tokyo. Several of the larger American cities have masters of the Jiu-jitsu in their police and detective departments to instruct in a few of the more popular and simple maneuvers and throws. This form of self defense is used primarily when the opponents are fully dressed in civilian clothes. A master of this science can, by a slight, swift movement, benumb a victim's brain, dislocate his hip or shoulder, burst or twist a tendon, or break an ankle. It is

necessary to confine the art only to men of perfect self-command and moral character. Jiu-jitsu is not a practical technique for amateur wrestling.

The Cornwall and Devon style of wrestling is found in England and requires a wrestler to throw his opponent flat on his back, with both shoulders and one hip touching, or two hips and one shoulder touching to secure a fall. The Cumberland and Westmoreland style of wrestling is the cleaner and more simple. Men face each other, chest to chest, place their chin on the opponent's shoulder and grasp their opponent tightly around the waist. If one of them breaks his hold (loses his grip) while still on the ground and his opponent retains his grip, the one who has lost his grip is declared the loser.

The Irish style or collar-and-elbow method is still popular. Contestants seize one another by the neck with one hand and by the elbow with the other. When one of them touches the ground with his hand, knee, back, or side, he loses the bout.

The Graeco-Roman style of wrestling originated in France about 1850. This type prohibits the use of the legs in any manner whatsoever except to support the combatants while they are on their feet. Use of the body from the waist up is all that is allowed. Naturally, this style is very uninteresting to watch because, without the use of the legs, so many possible holds and moves are eliminated.

By far the most popular and most advanced type of wrestling is the so-called catch-as-catch-can. It is practised not only in England but also in the Americas, Australia, Turkey and many other countries. This style, descended from the ancient Greek sport and from the Middle Ages, is the combination of all the others and involves the use of all of the members of the body. It is most preferable because of its freedom and opportunity for a display of strategy, strength and skill. In the United States, the catch-as-catch-can style is the only style that is used. All of our high school, college, club, and amateur teams use it exclusively. It is perhaps the roughest type of wrestling and the unlimited action, permitted in this, appeals most to our athletes. The injury ratio is low, because our teams are well supervised and must adhere to iron-clad rules and regulations.

This country has done the most to advance and spread the catch-as-catch-can style of wrestling. Matches in America date back to the beginning of our nation. In the early days of our history, bouts were of the rough-and-tumble variety. Gradually, through education and organized teams, the sport of amateur wrestling has developed into a major sport in many

schools, colleges, clubs and camps. Within the past twenty years, amateur wrestling has advanced speedily and is still on the up-swing. More educational institutions are offering it yearly as a major sport in their athletic programs. It is destined to take a high place in the history of American sport.

The Best Method of Teaching Wrestling Is With the Use of Pictures

One of the best ways to teach wrestling is for the coach to have his men study different holds. It is with this in mind that the writer has from time to time furnished illustrations to this publication.

Illustration 1 shows the start of the standing reverse wrist lock. A grasps B's right wrist in his right hand and puts his left hand in B's elbow in order to bend his arm.

In Illustration 2, A has completed his reverse wrist lock and has started to put on the pressure. A has stepped behind B's right knee to force him to the mat.

Illustration 3 shows the start of a take-down hold, a double-arm lock. A wraps his left arm above B's right elbow and grasps B's left elbow in both of his hands.

In Illustration 4, A is shown reaching for B's right knee with his right hand. A maintains his hold on B's elbows.

Illustration 5 shows the standing quarter nelson hold. A forces B's head down by using leverage and pressure from the hold.

Illustration 6—A has taken B to the mat with the reverse wrist lock. Notice how A is well balanced on one knee and one foot.

Illustration 7 shows that A has maintained his reverse wrist lock, stepped over B, and applied a top-leg spread to secure a fall. From his position in the preceding illustration, A could apply a reverse key lock and lie perpendicular to B to secure a fall.

Illustration 8—A has taken B to the mat by pulling his leg and twisting his elbows down to the left. If A can maintain this position, he can secure a fall.

Illustration 9 shows that A has brought B to the mat and is forcing him to his back. A must be perfectly balanced to complete this move.

In Illustration 10, A has slipped from his quarter nelson hold into a reverse half nelson and crotch hold to secure a fall.

Illustration 11 shows the start of a reverse body lock. A puts a bar on B's arm, and keeps his weight on B to keep him from rising up.

In Illustration 12, A is shown turning B over. A must keep all of his weight on B's chest to keep B from resisting



and turning back on his stomach.

In Illustration 13, A has turned B nearly over and has shifted down in front of B, still keeping his weight on B. A must stay down close to B to keep B from getting his barred arm free.

Illustration 14 shows the completion of the reverse body lock. A has both arms tightly wrapped around B's chest. Good balance is necessary in order to maintain this position and secure a fall.

Illustration 15 shows the start of the step-over to come out from underneath. The wrestlers are in the referee's position. This hold may also be used when both men are lying on the mat side by side.

Illustration 16—From the referee's position, A (in black tights) has lifted his rump high and stepped forward with his left foot. He has started to lift his right foot and has shifted his own weight forward and against B's shoulder.

In Illustration 17, A has stepped over B and swung his right leg into B's crotch. During this move, A should be conscious of his heel and sock it into B's crotch.

In Illustration 18, A has proceeded forward and sideward to bring B to the mat. A now applies a one-armed head lock and top-leg spread to secure a fall.

Illustration 19 shows the start of a bar-and-scissors hold. A puts on a bar with his right arm and keeps his weight on B.

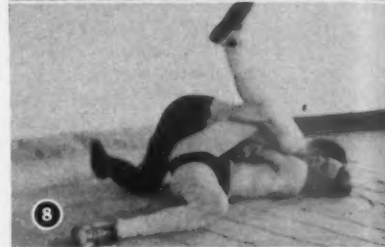
Illustration 20—A places his left foot close to B's ribs and starts to turn him over by pulling him with the bar hold.

Illustration 21 shows a fall from the bar-and-scissors hold. The bar has now become a one-armed hook. Notice that A stays up on top of B and that he turns his head away from B to help twist his scissors. This is the best hold in the game.

Illustration 22 shows the referee's position when B has his right hand on A's upper thigh, attempting to pull A to his side.

Illustration 23—This illustration shows the beginning of an escape sit-out by A. A grasps B's hand from his crotch and starts to sit-out.

In Illustration 24, A has sat-out. It is





very important for A to maintain his hold on B's hand to keep B from following him.

In Illustration 25, A has turned to his knee to completely escape, and has now dropped his grip on B's hand. Speed is necessary in this escape maneuver.

Illustration 26 shows the ankle-grasp escape from underneath. From the kneeling position, A quickly turns on B and grasps B's right ankle in his right hand.

In Illustration 27, A has lifted B's leg and pulled it to him. A now rears back into B and quickly pulls himself around behind B before B has a chance to step over and maintain his advantage.

Illustration 28 shows the start of the best break for a head lock. A wraps his arms tightly around B's chest as low near B's waist as possible.

Illustration 29—From the position shown in the preceding illustration, A has crowded B hard with his own body and has then turned away from B with all his strength, pulling B over with him.

In Illustration 30, A has turned B over and comes to his knees. A may secure a fall from this hold. In any event, he has broken the head lock and secured a position of advantage.

High School Basketball of Championship Caliber

A Deliberate Set Style Plus a Fast Break

By Rulon Budge

Basketball Coach, Burley, Idaho High School
Idaho 1941 Champion

IN GENERAL, the quality of basketball throughout Idaho has greatly improved during the past five or six years. This improvement has been noticed more among the Class B schools than among those of Class A, probably due to the fact that many Class B schools have had their gymnasium facilities vastly improved by government projects. The Class A schools generally have all had good gymnasium facilities for some time.

In Idaho, as in many other states, the A and B classes are determined by enrollment. Schools with enrollments of 250 or more are considered Class A and are required to compete in that group. Schools with enrollments of less than 250 are eligible for Class B competition, although they may compete in Class A if they so desire.

Each year a Class A and B champion is declared. Competition between these two champions for an all-state championship is not recognized by the State High School Athletic Board. During the season, however, Class A and B schools are free to play each other as they desire.

The style of play here generally is of the more deliberate set style, which is the opposite of the fast-breaking type that characterizes the inter-mountain area of our adjoining state of Utah. I know of several schools that have changed to the faster brand of ball with marked success, which denotes a trend toward a faster game.

A discussion of the two styles of play always brings up controversial opinions as to which style is the better. To answer that question would most certainly be inviting argument. I have had teams entered in the last four state tournaments and have encountered trouble with both styles. Of these four tournaments, two were won by fast-breaking teams and two by teams using a more deliberate style of attack. Both styles have their advantages and disadvantages. I have always preferred the fast-breaking brand of ball although, since the elimination of the center jump, I have inaugurated into my system some set maneuvers which have definitely proved worth while. I have found that a deliberate attack is convenient, especially when the opponents retreat, at loss of the

ball, and set up their defense or wait and pick their men off as they come into the front court.

We have heard reports from adjoining states that there is a definite trend toward set defenses of all kinds and combinations. In my experience I have not as yet been confronted with that problem. I would say that 90 per cent of the teams here in Idaho use man-for-man. Only one team that I saw in action in the state tournament last year used a set zone defense. St. Marie's used a 2-3 combination very effectively. It was nearly impossible to get shots except out deep on the floor. Of the fifteen teams that we played last season, representing various sections of our state, we were confronted with zone defenses only twice.

In an effort to find a satisfactory system for my use I have done considerable experimenting the past six years and have finally come onto a combination system of play which has brought about very good results. I use for my primary offensive threat a deliberate set-style of play interwoven into a fast-break. The advantage I have found in using this dual set-up is that it makes our attack more pliable in regard to the defense facing us. It also makes it possible for the boys to take advantage of a fast-breaking situation,

with a definitely mapped plan of attack to fall back upon, if the defense is set or waiting.

I have found that my teams, especially during the past four years, have been harder to confuse by the defense, since they have had this dual system on which to rely. At all times, and in both styles of play, the boys are allowed to use their own initiative in maneuvering so long as they do not interfere with team play and the general plan of attack. I feel that, under this set-up, it is possible for the boys to use their natural abilities to greater advantage. A set-up of this kind not only provides for the conservation of energy without interfering with game plans but also possesses the possibilities of pulling a game out of the "fire" by putting on steam for a rally.

We set up an objective of fifty shots per game, although we do not always get them unless we are working at full speed throughout a game. We expect to shoot at least 20 per cent of the shots taken. Last year's team averaged forty-five shots per game and converted 24 per cent. I am unable to give figures of this nature on our tournament games, as our statistics did not attend, and, as a result, no record was made, but I would estimate that we got at least fifty shots per game, for the boys were instructed to shoot and follow on the boards. It was our experience during last season that we scored most when we shot most, providing, of course, that the shots taken were timely. The style of shooting that my players use may be somewhat unorthodox but I believe in letting them make their points the easiest and most natural way for them. I never change the natural shooting style of a boy if he can score consistently.

I stress one-hand shooting, especially in close, and anywhere as far out as midway between the free-throw circle and mid-court, providing boys have the natural ability to shoot that long. Some of the best shooters I have had the past few years were boys who shot entirely one-handed and from all reasonable distances. As a rule however, our long shooting is two-handed. I have also had boys who could shoot free throws better one-handed, although I prefer the orthodox two-handed shot.

Another fundamental which I emphasize and consider a very vital part of our attack is backboard play. We aim to play a very rugged board game both on offense and defense. This factor alone was the distinguishing feature of our tournament

(Continued on page 22)

IN this issue four more championship coaches of 1941 are introduced to our readers.

AFTER his graduation from Utah State Agricultural College, Mr. Budge became coach at Sugar-Salem High School. During his six years there both his basketball and football teams won district championships. Since going to Burley High School in the fall of 1939, his teams have placed third and first in the state basketball tournament.

A GRADUATE of De Pauw University with a master's degree from Columbia, Mr. Crawley coached seven years at Greencastle High School before going to Washington High four years ago.

BEFORE going to Will Rogers High School two years ago, Mr. Alexander coached at Tulsa Junior High for five years. His first coaching after his graduation at the University of Tulsa was at Collinsville High School.

LAST year while coach at Buhl High School, Mr. Anderson's team won the 1941 state championship. He is a graduate of La Crosse Teachers' College with a master's degree from the University of Iowa.

Takes the wallops of the mighty



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Official Ball of the National League

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Spalding Autograph Bats, "Resilite" Treated for extra hardness, to reduce chipping. Large choice of weights and "feels"...ILLUSTRATED: The Pete Reiser—List Price \$2.65. Trade Price \$2.00. Dolph Camilli—List Price \$2.65. Trade Price \$2.00.

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National League Batting Champ.



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The ATHLETIC JOURNAL

Nation-Wide Amateur Athletics

Vol. XXII January, 1942 No. 5

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JOHN L. GRIFFITH, Editor

War

AT first when we were attacked by another power it was hard to realize that this country was again at war. Today, it is clear to all of us that we are at war not only with Japan but also with other nations including Germany and Italy, in a conflict which may well determine the future of our nation.

Those who participated in the First World War, and practically every one in the United States did his bit in those times, thought that never again would our generation go to war. But we were attacked, and whether we like it or not we are in a war, one which will prove more momentous and devastating than the last war.

The ATHLETIC JOURNAL in a sense was a war baby. The last war revealed certain weaknesses in our country, among them being the physical unfitness of our boys of military age. Those who were permitted to bear arms and to wear the uniform of Uncle Sam fought like Americans. Too many, however, were rejected because they were physically unfit for military or naval service.

We felt that, if the next generation of young Americans was to be tougher and more fit than the generation of 1917, the schools and colleges would have to do something about it. With this in mind, we set about the task of starting this magazine.

It is interesting today to re-read excerpts from the editorials in our first publications. In the first issue of the ATHLETIC JOURNAL we said, "The World War demonstrated the value of athletics in the life of the nation. The editors of this magazine will strive for the improvement and betterment of athletic sports in the colleges and schools of America." In the second issue we said, "The war proved that athletic training was of value in making soldiers and officers. This being true, the athletic coaches of the country erred, not in developing athletes, but, in some cases, in not developing enough athletes. This is a good time to extend the benefits of athletic training to large numbers of students. If

the great mass of our school boys and college men were taught the rudiments and fundamentals of our American sports, the result would be vastly improved teams and, what is more important, an improved citizenry."

The JOURNAL was launched in 1921 at the beginning of the stadium-building age in this country. Following all of our wars the American people for a while have turned to sports and outdoor activities for amusement and recreation. After the last war the educational institutions of the country greatly expanded their physical plants, including buildings and grounds for athletics and physical education activities. Today, the secondary schools and the institutions of higher learning have splendid equipment, although much more needs to be done for plant equipment in the grade schools. The colleges and universities also instituted physical education teacher training courses and broadened their programs of health, physical education and sports for all. Most of the institutions already had made it compulsory for first-year students to take a course in health and physical education. Many broadened the scope of those requirements. Whether or not the JOURNAL deserves any credit for such developments, the fact is that much has been accomplished by the schools and colleges of America during the past twenty-three years in the way of physical training activities.

Following 1918, many people in this country felt that basic problems cannot be settled by war. They expressed the desire and the determination that this country should never again wage war. Not many differed with those aims and purposes in general. But to the aims and purposes of the pacifists there was considerable objection. The pacifists naively thought to outlaw war by resolution. They would scrap the navy; they sponsored the first neutrality bill; they were opposed to the R. O. T. C. Their principal thesis was that, if we would lay down arms and refuse to manufacture armaments, we would set an example for other nations and be safe from attack ourselves. Some of these suggestions we have followed, but still we were attacked, on Sunday, December the seventh. Some went so far as to say that the munitions makers had caused the wars of history. As a result, during the days of this trend toward pacifism, some of the larger companies, engaged in the manufacture of powder and explosives, stopped those manufactures and turned to other things. Today, it would be difficult to get many people to agree that this war was caused by the munitions makers. Throughout the years when the pacifists were promoting their programs, the JOURNAL insisted that progress is achieved, not by legislation, but by and through education and religion. We have always insisted that this country be adequately defended and especially have we championed the type of physical training which would equip our man power for war as well as for peace.

But all that is water over the dam. There is, today, just one objective, one goal—to win this war. Real Americans have never thought it wrong

to want to win in sports. Much has been said of the joy of effort, and some have felt that too much emphasis has been placed on winning. It has been contended further, that bigness is badness. But all that is now changed. Without exception we want to see our country with the biggest army, the biggest navy, the biggest air force and the greatest armaments and munitions production in the world. Above all else, we want a victory over the Axis powers. Our young men, like Captain Colin Kelly, will give fine accounts of themselves. In the days before us, we can depend on the men and women who have been directing the athletic and physical training of American youths. Many of our coaches and athletic directors are above military age or have logical reasons for exemption from military service. They, as well as the young men in uniform, will do their part.

We have been attempting in the JOURNAL for a number of months to suggest the correlation which exists between military training and athletics. We shall be able to prove this correlation more and more as the days go on, as the attributes of the superior athlete are mentioned in the descriptions of the superior fighting man.

Playing to Win

THE newly appointed president of Drake University, Dr. Henry C. Harmon, recently was quoted as saying, "The team which doesn't go out to win might just as well stay in the dressing room." . . . "and that applies equally to life."

In the November ATHLETIC JOURNAL, we quoted from an article in the Saturday Evening Post which contained an Englishman's advice to the British boys here for aviation training, "You will find plenty of sportsmanship and a code of what is and what is not to be done." . . . "The idea is to win, not just to have a game. And that is not a bad idea for a fighting man."

These statements are of particular interest to us since, for twenty years, we have attempted to uphold the American philosophy that it is better to win than to lose, that it is not a crime to succeed, and that a man who succeeds in his business or in athletics in a big way should not be criticized for his success; criticism may be due him only when he does not play according to the rules.

Our forefathers did not think it wrong to succeed. They thought that superiority was preferable to mediocrity or inferiority. Today, we want to be the biggest and toughest nation in the world, because, if we are not, America will be licked. Those who a few years ago were attacking men who by their own efforts had succeeded are not speaking with such authority today. The fact is that the old American principles of independence and individualism have been restored. The thought of our boys in the air service accounting for themselves and proving that the individual American flier is

as good as, or better than, any other in the world is pleasing to the American people.

The American people in general were never in accord with the theory that it is wrong to succeed. We in athletics have never agreed with the physical educators who have spoken at physical education meetings upholding the "joy of effort" and condemning the bigness and badness of athletics because of the emphasis put on winning. We have not agreed with our December football critics who annually condemn football because of the bigness.

We are going to go along more and more with President Harmon's belief, that winning is a part of the American way of life. Today, we as a people are pooling our resources, our energies and our courage as we set out to win the biggest contest in which we have ever engaged.

Expansion Not Retrenchment

WHEN the need of immediate national defense became inevitable, we planned a definite program. First we presented in a series of editorials the value of athletics in a program of national defense. Second, we collected and published in the November issue statements from thirty-five prominent Americans, including high ranking Navy and Army officers, governors, educators and athletic men.

Since the outset of the present emergency the schools and colleges have demonstrated their desire to co-operate in integrating their athletic and physical education programs and facilities with national defense. An informal meeting of college athletic leaders in May, 1940, focused attention on the matter. In August, 1940, the athletic directors of the Big Ten adopted a *Plan of Action in the Preparedness Program*. In September, 1940, the Executive Committee of the National Collegiate Athletic Association adopted a formal resolution urging its members to extend and intensify, wherever possible, their athletic programs during the emergency.

We plan to present in subsequent issues concrete illustrations of what the schools and colleges are doing to expand their programs. What we want to do is to increase our programs to the extent that every boy is becoming physically fit.

Why Not an American Battalion of Football Stars? They Are the Fightingest Men We Have.

It is with pleasure that, on page nine of this issue, we are privileged to reprint, with permission of the Chicago Tribune a cartoon by the nationally known John T. McCutcheon. This is a graphic and most forcible evaluation of athletics in the present emergency.

*Your Pupils will benefit
from GOLF INSTRUCTION
all their lives!*



Olin Dutra

Former National Open and National P. G. A. Champion, started to play golf at the age of 14 and is one of to-day's greatest golf instructors. Dutra gives much credit to his success as a golfer to his early beginning. Dutra says, "It is certainly never too early to begin golf instruction. Scholastic courses for boys and girls are one of the finest steps forward in athletic education ever introduced."

Good Equipment Need not be expensive . . .

Good equipment means much to the pleasure any player gets out of any game he plays. But good golf equipment is more important than most because it not only adds to the fun of playing, but inspires a confidence that maintains interest by getting good scores. Investigate the new H&B matched sets either Grand Slams or Power-Bilts that are being offered for 1942. They are on display at your sporting goods dealers and golf club pro shops.

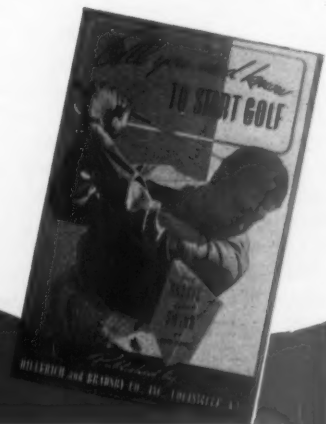
HILLERICH & BRADSBY CO., INC.
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IT PAYS TO PLAY



Louisville Le Slams Clubs are the nation's biggest value in the popular price golf. H&B clubs are available in right and left hand.

Louisville Grand Slams for 1942 are as low as any club. It is built over built, it looks balance and feel they have the superior anywhere.



Send for Booklet "All You Need Know To Start Golf" by Olin Dutra.

It is full of helpful hints on golf and charts showing the technique of the various important golf shots. A supply for your students is available.

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SOLD EXCLUSIVELY THRU GOLF PROFESSIONALS



Ted Williams, Boston Red Sox, hit .406 in 1941, including 37 home runs.

Joe DiMaggio, New York Yankees, voted most valuable player in 1939 and 1941. Major League average .345. Louisville Slugger Bats have been the choice of big league players since J. A. Hillerich made the first Louisville Slugger for Pete Browning, the Old Gladiator back in 1884.

Louisville Slugger bats are available in regular models or in special scholastic models to meet the requirements of your players. Write for catalog.

Whether your team members are natural hitters or whether they have developed batting technique through months or years of intensive practice, it is always important that the bat they use is RIGHT. Good bats inspire confidence at the plate and any player who uses a Genuine Autographed Louisville Slugger knows that he is using the finest bat obtainable . . . made by the makers of the same Louisville Sluggers that have been used by Big League players since 1884.

LOUISVILLE SLUGGER SOFTBALL BATS ALSO AVAILABLE IN 8 DISTINCTIVE MODELS

Your softball players are now able to pick a type of bat that exactly suits their style of hitting, for Hillerich & Bradsby has developed eight distinctive models to suit every type of batter. These models carry a number on the barrel end of the bat for easy identification. Send for catalog.



High School Basketball of Championship Caliber

(Continued from page 16)

play last year. I feel that I cannot stress this point too much to my players because I contend that games are won or lost by good or poor board play.

Our major offensive threat is dependent upon our defensive board play. Our fundamental offensive set-ups are as diagrammed:

Diagram 1 shows a fast-break drill that we use to teach fundamentals of attack. X1 gets the rebound and dribbles to the corner and passes out to X5, then trails. X2 covers rebounds and goes to the same side as the ball, then breaks. X3 breaks as diagrammed as soon as X1 retrieves the ball. If X3 gets the rebound, X1 breaks down the floor and X3 becomes the trailer. X2 goes down the floor on the same side as X3 and takes the rebound.

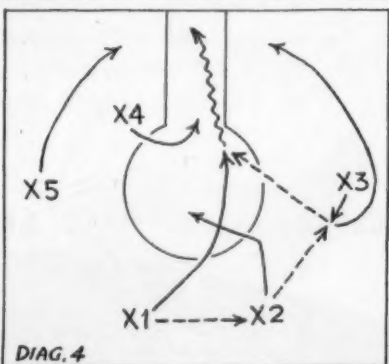
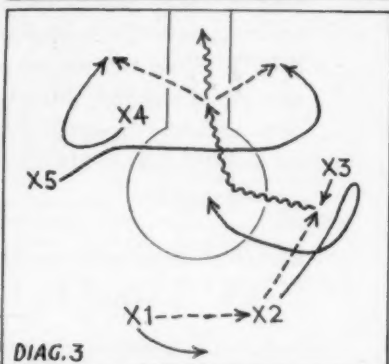
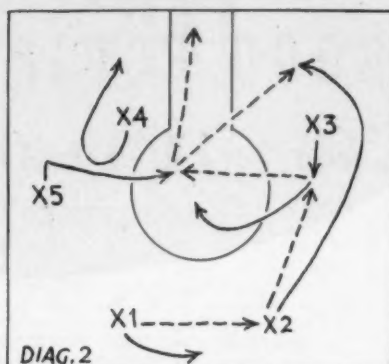
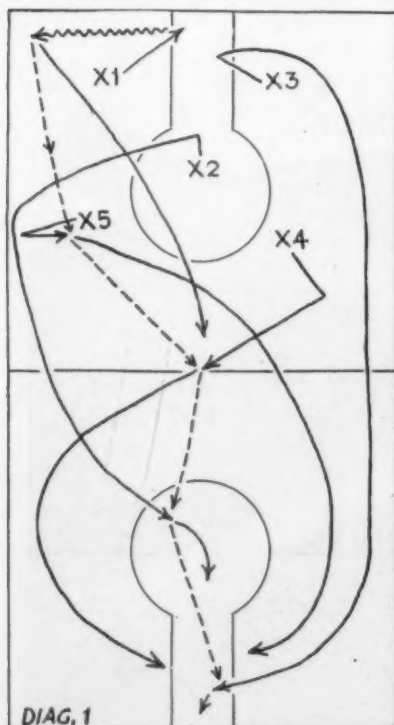
Diagram 2 shows a drill for a set offense. X1 passes to X2 who passes in to X3. X4 screens for X5 who has the option of shooting or passing to X2 who may get a lay-in shot.

Diagram 3: The drill is similar to that shown in Diagram 2, except X5 cuts across the free-throw circle and screens for X3 who goes in for a shot or passes to X4 or X5.

In Diagram 4, X1 passes to X2 who passes to X3. X2 cuts toward X3, then changes direction. X1 receives a pass from X3 for a dribble-in shot.

Diagram 5 shows a drill for a cut-away play for the guards.

In Diagram 6, X1 passes to X2 who



passes to X3. X3 bounce-passes into X4 and starts a cut between X4 and the basket, then changes direction for a screen off X4 as diagrammed. X4 fakes a shot and passes to X3 who gets a shot from the free-throw line. X4 also has the option of passing to X3 or shooting a spin shot.

We employ both a 2-1-2 zone combination and a shifting man-for-man defense. We did not use our zone but once or twice all last season, because the boys were very inexperienced, only two having played varsity ball previously. The boys were more adapted to a shifting man-for-man because of their speed and ball-hawking abilities.

Since using this dual system of play I have been very well satisfied with the results obtained. I shall continue to use it

with variation until I find something which will serve me better.

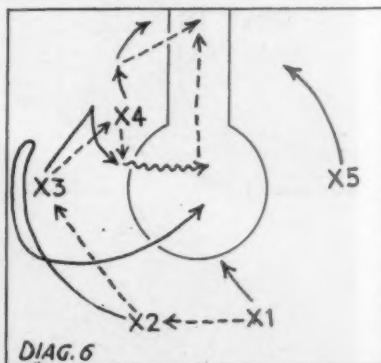
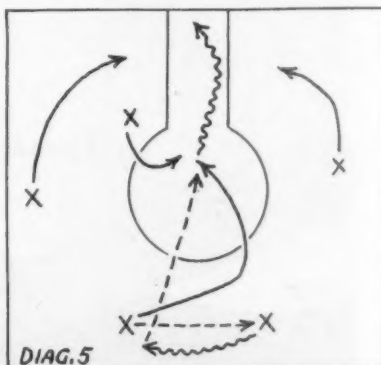
A Combination Slow Set Offense and the Fast Break

By Marion Crawley
Washington, Indiana, High School
Indiana 1941 Champion

DURING last season, as well as during the state tournament, we used a combination of the slow set-offense and the fast break. The style we employed at any particular time was left up to the judgment of the boys. Many hours of practice with discussion and correction had made them uncanny in their ability to determine fast break scoring opportunities and to out-guess the defense.

The success of our fast break was probably due to the fact that we placed two fast boys, both good shots and excellent ball-handlers, out in the front line of defense. This left them in a good position to break down the floor fast, when our tall center, or either guard recovered the ball from a missed shot or intercepted pass. The player recovering the ball would first look up the floor for the forwards who would be cutting toward the sidelines to receive the pass. The player

(Continued on page 30)



The Secret of America's Strength

By L. B. Icely, *President*
Wilson Sporting Goods Co.

WHEN you suddenly decide you will pack wife and family into the car and take a weekend run down to that winter resort for a few days of sport and relaxation, you find plenty of company there and sometimes you even find "no room at the inn" at all. Then it is that you become very much aware of the truth of the re-



mark you hear everywhere these days—"America lives out-of-doors."

America is active. America is out-doors . . . and as a result, America is confident in a world that has shaken the confidence of most people. America is strong in a world where country after country has gone down under the conqueror's ruthless heel.

Certainly, we have our problems—but have you heard real *fear* expressed by many people? Have you heard anything but confidence expressed about the eventual outcome of this war as far as America is concerned?

That confidence is the mass conviction of a nation that has always been a strong athletic nation.

Inborn love of athletics and of strenuous competitive games has kept American youth athletic in mind and body. That is primarily the reason our navy is ready and our

army and air force is rapidly growing into a formidable fighting machine. That is primarily the reason we may be sure that we shall not fail in shops and factories to live up to the proud task that has been assigned to us in Democracy's march to victory.

Our enormous program for the building of needed war equipment will be paralleled by the building up to still higher standards the physical strength of the people. With stronger bodies will come still greater confidence, still stronger morale. America is out to win.

I make this statement with the confidence born of many years of ob-



servation at one of the liveliest "nerve centers" of American sports life.

As president of Wilson Sporting Goods Co., I have watched the rapid growth of American interest in all fields of sport and with my associates have had, I believe I may say, no small part in the encouragement of modern implements of sports and exercise. Better equipment, I think no one will deny, has been one of the most important factors in increasing the attractiveness of play and exercise among America's millions.

The better material and better design that goes into today's golf clubs and balls, tennis rackets and balls,

football, basketball, baseball, softball, badminton, squash, handball and gym equipment, provides an incentive greater than has ever been known before, for an active, health-



ful life. Such equipment therefore serves a purpose as vital to a strong, confident, enduring *people* as the materials now pouring into our formidable output of guns, shells, ships, motor vehicles, tanks and planes.

It is my belief and the belief of every specialist in this field with whom I have ever talked, that everything that encourages national consciousness of health and the benefits of physical exercise is important to national welfare in time of peace, and vital to the country's success in time of war.

Coaches Built America's First Line of Defense!

Long before the present great War program assumed proportions that make it the most outstanding event in our nation's history, the coaches of school and college teams were building its main foundation—the vigorous health and stamina of American youth. Today our coaches are more than ever a first line of defense and a vital element in producing the men of steel and iron who will bring Victory to America and her Allies and peace to the world.

L. B. I.



The Changing

THEY'LL NEVER FORGET WHAT THEY LEARNED FROM YOU!

It is possible for a man to forget some of the things he learned from school books, but nothing can destroy the morale of men trained in athletics—nothing can take away the physical fitness, the coordination of mind and body that you have taught your men—nothing can erase the lasting impressions of your squad-room pep talks. Such magnificent training on your part has built the type of manhood which is invaluable to the nation in times like these—invaluable because—they'll never forget what they learned from you!

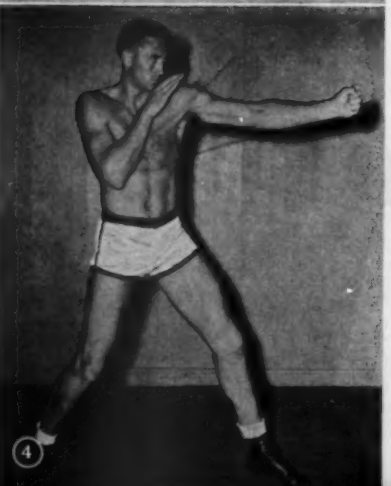
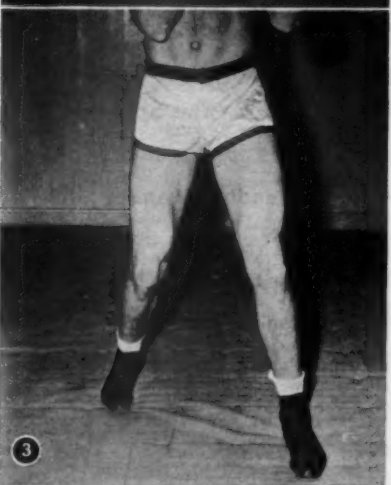
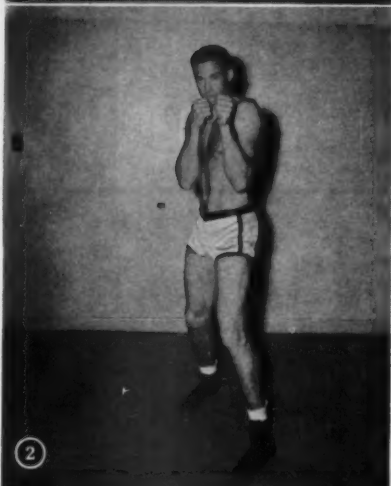
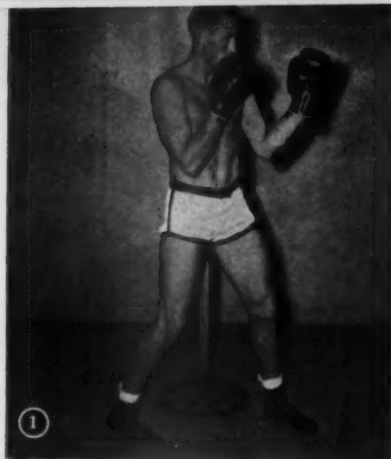


n *Scene...*

HOW MANY MEN HAVE YOU LOST OFF YOUR SQUAD?

In ordinary times, losing men off a squad is hard to take. But now it is with the thrill of pride that coaches look their sturdy men in the eye and wish them well in their new assignment in the ranks of the fighting forces. This changing scene affects us all. What is happening to the athletic squads of America's schools also is happening to the athletic industry. In the Spot-Bilt organization alone, forty-one men have answered the call to the colors as this is being written. Multiply this by the entire industry and you can see how the picture is changing. That leaves us both short-handed. You don't know how many "men" you will have on your squad. We don't know how many "old hands" will be left on our "squad." In your job and in our job we will both have our problems to solve. This calls for understanding and patience on the part of everyone. Cooperation is the keynote. The Witchell-Sheill Company, 1635 Augusta Boulevard, Chicago.





Intramural Boxing

(Continued from page 10)

Army and navy officials found boxing made the greatest contribution toward building a good soldier. Boxing put the boy in a combative frame of mind. The footwork of boxing and the footwork of bayonet work are very similar. The muscular exertion of boxing developed endurance, strong legs, sound bodies and keen, alert minds that were needed in the trenches. The sport was easy to administer to large groups. The expense was nominal, and, most important of all, boxing is a natural activity and the armed men thrived on the sport.

Following the war, many of these young men returned to college. In the camps they had acquired skill and an interest in boxing. At first there were poorly organized intramural tournaments, then inter-collegiate dual meets, later conference meets between several colleges, and then, finally, a national tournament which is now held annually. Practically every

Illustration 1—Good stance, side view. By alignment, the pole in the rear shows good body balance. The heel of the rear foot should be slightly raised.

Illustration 2 shows a good stance, front view. In Illustration 3, note the lateral spacing of the feet. This width affords a four-point foundation and is conducive to ducks and slips as well as to advance and retreat. Note the toe direction, particularly, of the rear foot.

Illustration 4 shows a well synchronized left jab with the proper footwork. Note that the front foot is slightly raised from the floor and is moving forward simultaneously with the left jab.

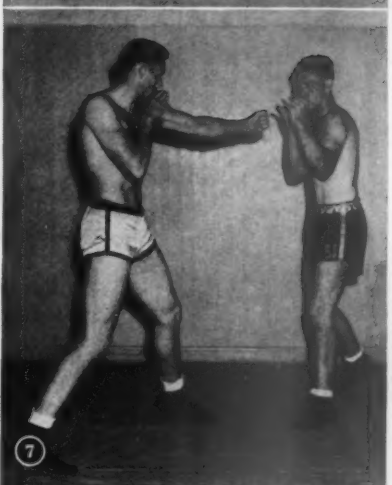
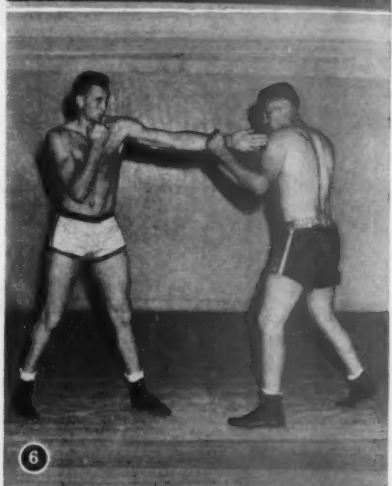
Illustration 5 shows an incorrect advance. The left foot remained in place, as the man overreached in an attempt to jab. This is poor form and dangerous. Note the lack of body balance.

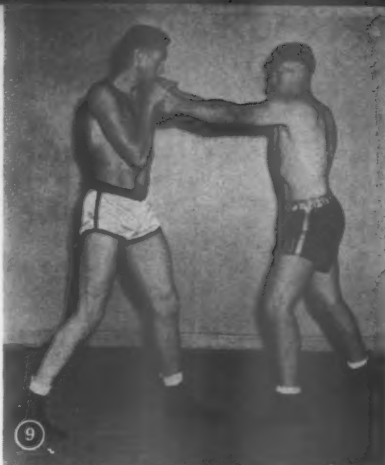
Illustration 6—A simple way for beginning boxers to assume the correct distance for practice and drills in fundamentals.

Illustration 7 shows one of the primary drills for beginners. The men practice this drill from out of range. White executes correct advance and jab and black simultaneously does a proper retreat and raises his right hand for a block. The instructor should have the whole group do this drill as a unit. In Illustration 8, white has advanced with a jab and black has held ground and blocked with his right hand. Note that black's left hand is held high, but wide to allow clearance for white's left. This drill should be done with gloves on.

Illustration 9—Both black and white step in, jab and block simultaneously. This must be done slowly at first, in order that both men may execute this fundamental at the same time. Note the full extension of the left arm; eyes are open and chin is down and behind the shoulder.

Illustration 10—Drill for proper execution of the straight right hand. Men stand with left toes touching. White delivers his right hand slowly, straight from his chin to black's chin. Black blocks with his right hand. This drill should be increased in tempo, when proper form is realized.





sport in our school curriculum of today started as an amateur activity and has since worked its way into the professional field. Boxing, on the contrary, received its start from the professionals but, today, it may be classed as a truly amateur sport.

During the early days of college boxing, the sport made many enemies. With ex-professionals as coaches, small gloves, inadequate equipment, and poor supervision, it is easy to realize that the dangers were many and that the college educators found the sport difficult to justify as being in line with educational objectives. Fortunately for boxing during this trying time, certain educators recognized that school boxing, if properly supervised, was a wonderful sport and made valuable contributions that could be justified from an educational point of view. Several of these educators formed what is known as The Rules Committee. They cleaned house. They threw into discard all A. A. U. semi-pro and professional rules

Illustration 11 shows a slow one-two. White has delivered a left jab, and in so doing has kicked into proper position. After a definite pause to check form, white then delivers the straight right. At the completion of the left jab, white should be on good balance and approximately in the toe-to-toe position of the previous drill. Black should hold his ground and block both blows with his right hand.

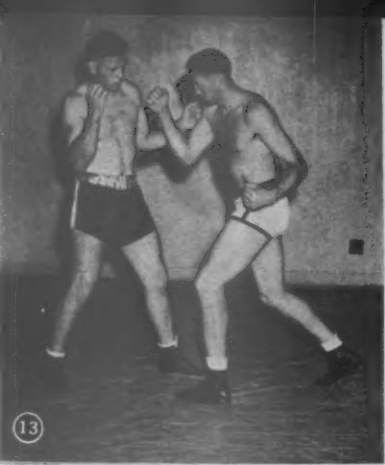
Illustration 12 shows the first drill in execution of a left hook. Men are lined up in approximately toe-to-toe position, except that white's front foot is about fourteen inches to the left of black's front foot, thus allowing white a lateral foundation. White's first movement is to dip straight down, rotate the left shoulder back and then deliver a short swinging blow to the right side of black's chin. Note that white's left elbow is lower than the fist which is good form. Note also that white's arm is flexed and not fully extended which is poor form and dangerous. This drill should be done in slow motion. Black is demonstrating the proper block for a left hook.

In Illustration 13, this step was started from regular boxing distance. White has feinted to black's head with a short right hand. At the same moment, white's left foot slides forward and his left shoulder comes back, putting him in an excellent position to deliver a left hook with force to either the head or the body.

Illustration 14—Following a right hand feint, white has delivered a left hook to the solar plexus. Note the position of white's left hand. Note also the location of the solar plexus.

Illustration 15 shows a good one-two combination. White has first feinted a left jab to black's eyes; he then steps in with a straight right to black's heart and is now in an excellent position to follow rapidly with a left hook to black's head.

In Illustration 16, black has started a left jab. White is in the act of parrying this blow out to white's right with his left hand. This maneuver throws black off balance and leaves him vulnerable to white's straight right to the chin. Another effective parry not shown here is for white to parry black's jab inward (to white's left) with his right hand. White is then in a good position to counter with a left hook to either the head or the body.



and practices. They produced an entirely new rule book. Each new rule of college boxing has been put to one simple test. Is it good for the boy? If the rule is good for the boy, it has been accepted; if the rule is not to the best interest of the boy, it has been rejected.

A most important rule was passed in 1938. This rule reads as follows: Rule 1, Section 3. "Anyone who has ever participated in a public boxing contest after reaching his sixteenth birthday, whether an admission was charged or not, except one carried on between colleges, preparatory schools, or high schools, shall be ineligible to participate in college boxing." The reason for this rule becomes evident upon close scrutiny. In the past certain colleges recognized that college boxing, like football, was a money-maker. We all know that a winning team will draw better than a losing team. One college in particular proselytized five national A.A.U. champions in one year. When such a team met another college that was carrying on a legitimately amateur program, the latter suffered, and college boxing thus made many enemies. The rule of 1938 cleaned house.

Three years ago, the National Intercollegiate Boxing Coaches Association was organized and the house-cleaning campaign continued. The old, broken-down, ex-professional coach who used college boxing as a fertile field for finding professional talent has dropped by the wayside. A new type of coach has replaced the professional pug. A young man, well-schooled in the fundamentals of college boxing, interested in the welfare of the boys, and possessing an educational background is the new type of college boxing coach.

The Rules Committee and the Boxing Coaches Association are now working hand in hand and the sport is progressing rapidly. Each year finds many new colleges sponsoring the sport and the day will soon come when college boxing will be second only to football. During the season of 1941, the University of Wisconsin drew 93,000 spectators for their home dual bouts. A high school in Louisiana cleared \$2,300 in their boxing program in 1940.

What about high school boxing? It is true that in some states such as Wisconsin, Louisiana, Washington and Idaho, in-

terscholastic boxing has been tried, has succeeded and is progressing rapidly. In other states, intramural high school boxing has prospered. High school principals and athletic directors in some states, however, have been reluctant, for the most part, to sponsor high school boxing and there have been some good reasons, a few of which will be listed.

A college or high school boxing program will succeed or fail in exact proportion to the ability of its leader. The town barber who was once a broken-down pug is a good man not to get. He will try to turn every good prospect into the professional field so that he may pick up some easy change. Professional pugilism is not one of the objectives of school boxing. Today we have thousands of young men who have boxed in college—men with educational background who are well versed on the aims and objectives of school boxing. These men are the qualified boxing coaches and not the barber or the fireman.

In the past, high school boys have entered A.A.U. boxing tournaments, then smokers, then semi-pro boxing, and, (Continued on page 46)

High School Boxing from a Coaching Standpoint

(Continued from page 12)

other in practice, first using only the fundamental punches. After the boys have learned the various punches and counters, they may be put in the ring to box against one another; they should use only their left hands. This system should prevent your boys from becoming right-hand crazy and will teach them just how valuable a left hand is, both offensively and defensively. Be sure that you do not allow any uneven matches, and, any time a boy is the least bit hurt, either stop the bout or have the timekeeper hit the bell.

Coaching Points on Technique

Boxing should always be taught from a scientific standpoint. Have your daily practices include instruction of the block and the counter for every punch. Teach the boys to roll with each punch, to pull away from each punch, and teach them the detailed technique of offense and defense. Teach that for every punch there is a counter; have the boys prepared for it. Science has lifted high school and college boxing from the survival-of-the-fittest stage to the present stage of survival of the brainiest.

Teach your boys to use their left hands and the rest will come easily. The left hand is the greatest asset a ring man can possibly possess. It acts as the rapier that stops a good right-hand puncher cold and places the offensive man off-balance and vulnerable for the right hand. Drill the

boys that the left hand is the more effective instrument for both offense and defense. The fist of the left hand should be started with the second knuckle of the thumb pointing upward and twisted in a corkscrew manner when it is thrown. The left hand and arm should always be loose, relaxed and should be snapped across rather than pushed.

Almost on a par with the straight left hand, and just as potent as the straight right, is the short left hook. This punch is used entirely as an offensive blow and is only developed properly after a straight left hand has become an effective weapon.

Instead of snapping the left hand straight out, the left arm is half cocked and then drawn from left to right in a half circle. In this instance the fist is not twisted when it lands on the object. The secret of making this punch a dangerous and damaging instrument is to keep the forearm straight from the knuckle to the elbow and to reverse the body stance from a facing position to a right-angle position, finishing the punch on the ball of the right foot and on the toe of the left. The potency of the short left hook is embodied in the eight or ten inches that it travels, instead of in the sixteen inches that give power to the right hand. The left hook, more of a dazing punch than a paralyzing one, creates an opening for the sharp right hand or for another potent left hook. This punch may be used very effectively on a light punching bag and developed very quickly with this

form of training. There are three series of punches that develop from the ability to use both a straight jab and a hook with the left hand. 1. The straight left jab followed by a left hook to the head. 2. The straight left jab followed by a left hook to the body. 3. The more complicated straight jab followed by a double left hook, first to the body and then to the head.

The third most valuable and fundamental punch is the straight right hand, used with equal effect to the chin and to the body. The position of the fist in starting this blow is also with the second knuckle of the thumb pointing upward and twisted in corkscrew fashion when delivered. This not only puts a snap in the punches but automatically twists the right shoulder into position to protect the chin. Always remember to teach that the right hand is never pulled back nor is it lifted up before delivery. This blow is usually the most potent of the famous one-two to the head, ordinarily convincing the opponent that his left hand must be up and around his chin if he wants to stay on his feet. The well-known haymaker should be entirely forgotten by any boy who plans a winning bout.

The proper on-guard position may be described to your boys as follows: 1. Left foot out. (If the boy is a southpaw, of course he should take the opposite stance.) 2. Chin down. 3. Shoulder up. 4. On the ball of the front foot and toe of the back foot, leaning forward toward

the opponent, assume a comfortable stance, feet not too far apart or too close together.

A good boxer is always going in and around with his left hand and left foot. No punches should be telegraphed; the straight, sharp shooter is the winner in every start.

For each of the above blows there is a counter and a block that are just as essential to a boxer. Without a planned defense, the scientific offense is useless.

The counter for a straight left hand to the head is an offensive left hand to the opponent's head, blocking with the right hand. Two other counters for the left hand are slipping the head to the right, using the straight left to the body; and slipping the head to the left, employing a straight right hand to the head.

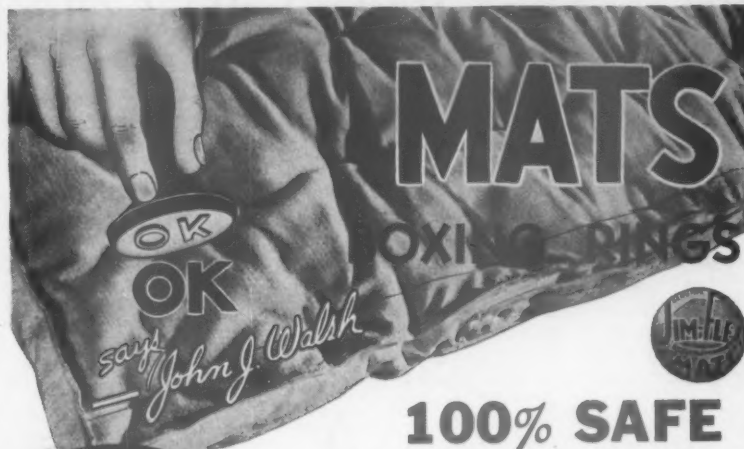
A counter for the left hook is a block, with the right hand dropping a short right inside the hook. The counter for a straight right hand may be a straight left to the chin, or a straight left to the right shoulder pivot point, or a fast left hook to the chin.

Body punching, head punching or any similar style of attack may be offset by the use of an effective counter plan and, since the majority of high school and college boxers are advocates of head punching instead of equally important body punching, I suggest that you coaches of high school boxing very definitely stress body punches and the counters for every possible punch.

All of the above-mentioned punches and counters may be drilled into the boys by having them pair up and try the punches on one another. For example, one boy will throw the one-two punch at the other. The boy on the receiving end will thereby learn the block for the one-two punch and the roll-away from it. This will give each boy the practice of the fundamental punch and also the practice of using the block and counter for the fundamental punches. All the available time possible should be used for stressing the fundamental punches, blocks and counters.

The most important point you can possibly make to your boys is that they should keep the chin down and shoulder and hands up. This point will have to be stressed again and again, but it will definitely pay dividends in the end. After all, boxing is really a simple game, with only a straight left, a straight right and a left hook involved, and a knowledge of how to duck at the right time. It is the boxer who ducks at the wrong time that gets into trouble.

I realize that there are many intricacies in boxing that I might enlarge upon. However, I feel that boxing, like football, is merely a game of mastering the fundamentals and of learning to do the right thing at the right time. Let the other fellow make the mistakes and your boy will come out on top.



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John J. Walsh

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High School Basketball of Championship Caliber

(Continued from page 22)

receiving the ball would immediately dribble toward the opponent's basket and, at the same time maneuver in to the center of the floor, in order to be able to pass in either direction. A third player would hurry to get in the break and take the side of the floor vacated by the man with the ball. This gave us scoring opportunities of two on one, or three on two. The player with the ball dribbled toward the basket as close as the guard permitted, then passed to either side. If the guard shifted with the ball, a return pass was usually made, and, if necessary, several quick short passes were made, until someone was open for an easy shot. If the defense was able to prevent a good shot at the basket, the player with the ball would pivot and pass out to an open player, then the boys spread to their regular positions and started a set play.

For our set offense, we placed our men in the position shown in Diagram 7. This formation was used with some variations, depending on the type of defense met. If the defense was congested, preventing set shots by X2 or X3, we moved X3 out, which made a three-out, two-in formation. While in this formation X2 and X1 were pivots, with X3, X4, and X5 the feeders and punch men.

One of our best set plays is shown in Diagram 8. The play may be started from either side of the floor. If X4 elects to start the play, he passes the ball forward to X2, who returns the pass and moves out to screen for X5; X1 moves over to the position X2 left and receives the ball from X4; X5 cuts for the basket and gets the ball from X1. If the defense shifts and X5 is closely guarded, upon receiving the ball, he pivots and passes to X2, who rolls and cuts before the guard of X5 can maneuver and get a defensive position on him. If X2 does not get a good shot at the basket, the players break for their original positions and the play is started over, possibly on the opposite side of the floor.

Our out-of-bounds play is shown in Diagram 9. We used this formation because X3 was very accurate on the left side of the basket with his left hand. X2 takes the ball under the basket and starts the play; X1 crosses over and screens for X3; X3 takes a step forward to cause his guard to run into X1, then breaks to the left of the basket and, if open, receives the ball for a left-handed shot. After X3 cuts by, X1 reverses and breaks for the right side of the basket; if he is open, he gets the pass from X2. Both players may be covered, forcing X2 to pass the ball out to X4 or X5, where a set play may be started.

In summarizing the play of our team, the following factors, which contributed to our success, should be mentioned; our

players appeared to be fundamentally sound; they could fake, reverse, change pace, shoot accurately, guard and shift well on defense. We had reserve strength, mental poise, physical courage, and a wonderful team spirit.

A Combination Zone and Man-for-Man Defense

By Hiram Alexander
Will Rogers High School, Tulsa
Oklahoma 1941 Champion

AT WILL ROGERS, we were fortunate last year in having five good shots who took advantage of their speed and alertness at almost every

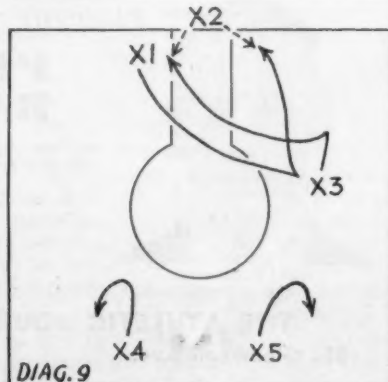
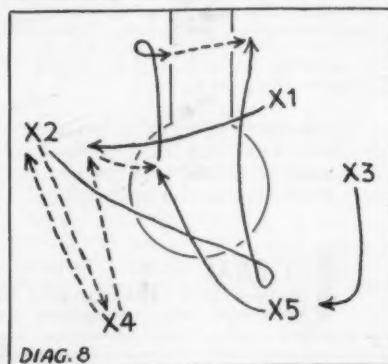
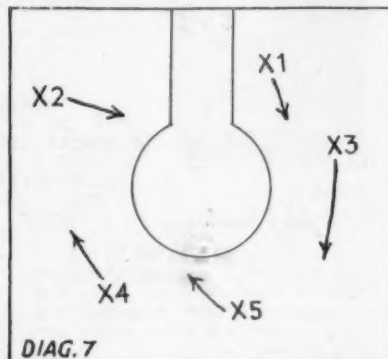
opportunity. We used few set plays, depending generally on the three-in and two-out formation as a means of working the ball into the defense. The pivot man was used to screen for the others and to cut off of. A premium was placed on set shots and at times a three-man mill was used in the back court to set up shots for our guards who were excellent shots from the vicinity of the free-throw line. We built our offense around offensive fundamentals with most of the details of execution left to the initiative of the individual players. We do not define the paths of play for the players, for we feel that players are more difficult to defend, if left to rely upon their own playing habits. In the practice sessions we try to develop those playing habits which are used most in the game.

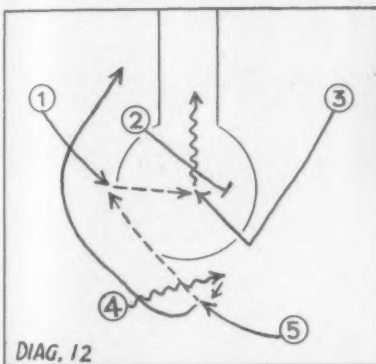
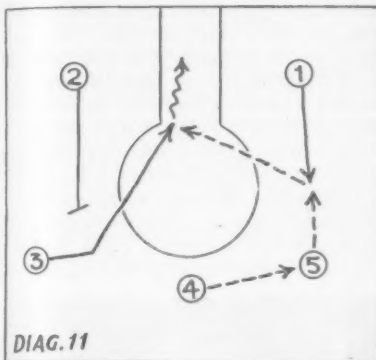
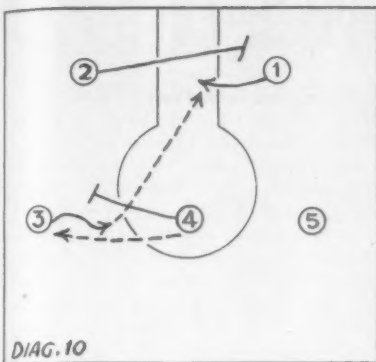
Defensively we used a set man-to-man defense, shifting on screen situations and a rushing back court defense. The defense was sometimes changed during the games, thinking that we might surprise and upset our opponents by a sudden change in defensive tactics. We tried to keep the opponents guessing as to what to expect from the defense. This type of pressing defense had a tendency to cause some hesitation by the offensive team and proved advantageous many times as it hurried passes and kept the offense from using set plays effectively. It often disrupted the offensive system by throttling the play of the ball-advancers. A rushing defense makes many demands on the defensive players as it calls for the best of physical conditioning, and causes more physical contact. On the other hand, it has a tendency to develop an aggressive, ball-hawking defense in the fight for possession of the ball. I believe it is interesting from the viewpoint of the spectators as it speeds up the game as the play is forced.

In the final game of last year's state tournament against Enid, we used a combination zone and man-to-man defense. We planted our tallest man between the two pivot men who were the chief scorers for Enid and zoned on anything coming down the center. The two guards "dogged" the two pivot men and the men out in front played a sliding zone. This type of defense proved very effective in this instance as it clogged up the favorite scoring lanes and kept the center of the court congested.

On defense Enid used a man-for-man and shifted on screen plays.

Enid was a smoothly working crew that seemed to be very well balanced with height and speed. Their favorite style of play was that of the double post, taking advantage of their height under the basket and using screen plays to free the pivot men. Their height generally gave them





the advantage on rebounds and both pivot men were excellent on tip-in plays. The basic formation as used by Enid in last year's tournament is shown in Diagram 10. As 4 passes to 3, 2 crosses the free-throw lane for a moving screen on X1, who cuts across the lane to take a pass from 3. Diagram 11 shows 4 passing to 5; 1 breaks toward the sideline for a pass. Meanwhile 2 has moved up outside the free-throw circle for a screen on X3. Three starts out laterally, pivots sharply and cuts down the middle for a close-in shot.

The basic formation used by Will Rogers is shown in Diagram 12. Guards 4 and 5 cross. Guard 4, starting with the ball passes to Guard 5 who cuts behind him. Five passes the ball to 1 who comes out to meet it. The center 2 has set a post just outside the free-throw circle. Forward 3 has slowly started to

(Continued on page 48)

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Elementary and Intermediate Parallel Bars

(Continued from page 11)

becoming bruised when he is learning a new trick.

Chalk or magnesium carbonate always should be within convenient reach of the performer, and he should use it freely. The bars, however, should be wiped off with emery cloth or sandpaper so that the magnesium does not become caked on the bars. If the bar is kept free from accumulations of magnesium, blisters may be prevented.

Fundamentals Most Important

Although most effective learning occurs through informal methods of teaching, the coach of gymnastics should supervise the beginner through formal methods so that the hazardous part of gymnastics may be removed. It is advisable to follow a *progressive series of exercises* at the beginning. Thus the teacher should aim to build up the physique of the performer

so that he may be strong enough to proceed safely to learn tricks which he is personally interested in mastering.

In such a progression and throughout the training of the gymnast, progress from the simple to the more difficult stunt will be made easier, if the sequences of stunts are related in movement and skill as much as possible. In such a progression, muscles are developed which will be essential in the mastery of co-ordinated skills later in the learning of the gymnast. Usually it is necessary for the performer to spend considerable time in kips (Illustration 1) in order to develop the triceps. He may do these kips by swinging forward and backward (Illustration 2). In order to gain proper control the importance of learning to swing from the shoulders should be stressed (Illustration 3). When the legs swing forward, the performer should lean slightly backward and vice versa. The beginner is also advised to practice the handbalance on the low parallel bars (Illustration 4) at the same time that he is being exposed to the series of progressive exercises (see page 41).

Illustration 1—Glide Kip.

Illustration 2—Front Uprise in process.

Illustration 3—Single Leg Turn from Cross Rest.

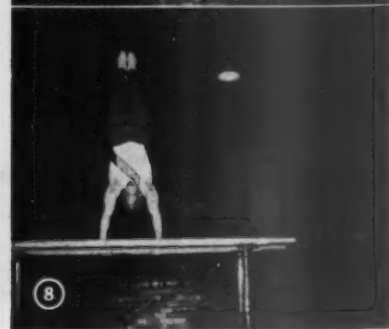
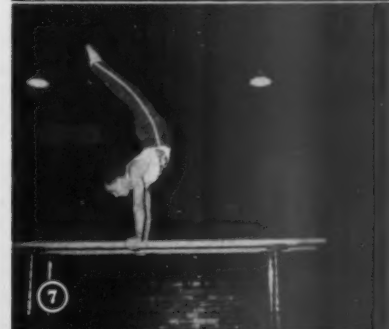
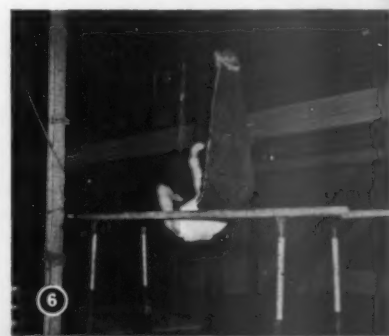
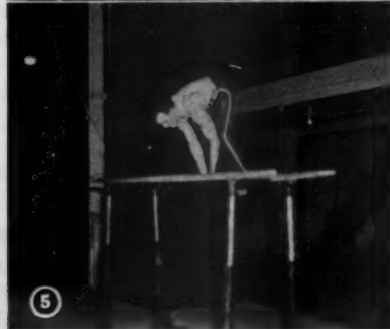
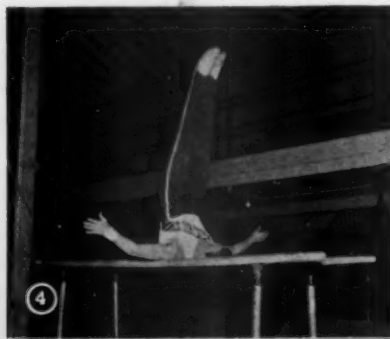
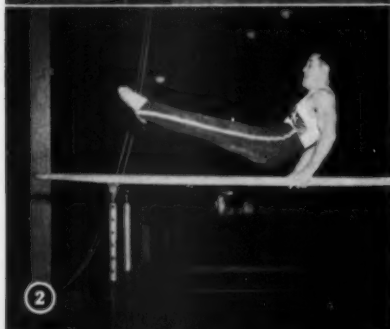
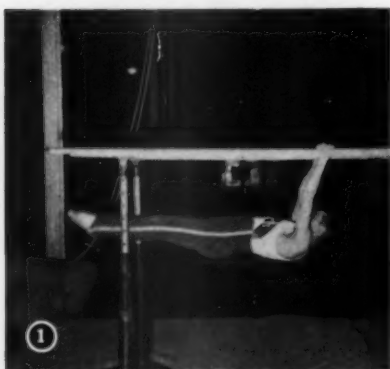
Illustration 4—Backboard Giant Roll.

Illustration 5—Outside Carry from Swinging Cross Rest to Cross Rest in opposite direction.

Illustration 6—Flying Kip.

Illustration 7—Ordinary Handbalance at an exhibition.

Illustration 8—Handbalance on one Bar.



Intermediate Parallel Bars

Glide-Kip or Upstart: The glide kip or upstart (Illustration 11) should be learned first at the near end of the bars. It should be developed in two phases. The learner first should grasp the near end of the bar and slide his feet along the mat to assume a hang-lying position in which the arch is exaggerated. He then should return to a hang-stand after obtaining a beat from the arched position. These two parts should be done many times. In performing the kip, the learner should depend upon the pull from the shoulders co-ordinated with the kick from the legs. He may obtain the feel of this pull by doing a lazy man's kip. In this case, he places each foot at each uppermost point of the heavy base. He then pushes with his feet as he pulls with the shoulders to assume a cross-rest position. It is advisable for the instructor to point out to the learner that the thumbs should not encircle the bar in working below the bar.

(Continued on page 40)

TRAINERS JOURNAL

SECTION

THE NATIONAL ATHLETIC TRAINERS ASSOCIATION

JANUARY, 1942

No. 5



Official Publication
Of the National Athletic
Trainers Association

Keeping 'Em Fit
Robert Shelton

**The Responsibility of the
Coach in the Care of
Athletic Injuries**
Kenneth E. L'Hommedieu

Shin Splints
Franklin E. A. Loew

Trainer, Frank Wiethe
Coach, Ray Morrison
Temple University

THE TRAINERS JOURNAL SECTION

Official Publication National Athletic Trainers Association

January, 1942

No. 5

Officers National Athletic Trainers Association
For 1941-1942

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2nd Vice-President, Henry Schmidt, Santa Clara University
3rd Vice-President, Wilbur Bohm, Washington State College
Executive Secretary and Editor of Trainers Journal, Bill Frey
Office of Publication, Iowa City, Iowa

Every Trainer's Job

WE have presented in the last four issues the new High School Student Trainers Plan as sponsored by our association. There is a job for every trainer in our association to follow through on this. We are suggesting at this time that every member of our association explain the proposed program to at least one high school in his section of the country.

If the high school in your immediate vicinity is already at work on the plan, contact the athletic department of that school; stand by ready to offer suggestions if they are needed. Suggest that the coach send information about the workings of his plan to the editor of the Trainers Journal so that he may pass on the information to other high schools.

Many high school athletic departments have adopted the plan enthusiastically. There are many more to be enlisted in the project.

The adoption of the Student Trainers Plan by at least one high school in your vicinity and the securing of one new member for the National Athletic Trainers Association are the jobs proposed to you for this month and each succeeding month of this school year. Every trainer on the job!

The Annual Meetings

WE had a tentative plan for the trainers to meet at the time of the annual meetings of the football coaches at Detroit in December. When it was found that so many were busy with basketball, this plan was abandoned. Now the National Athletic Trainers Association has set the time of the Drake and Penn Relays for the big date on the trainers' schedule.

The call goes out that all trainers who have been appointed to chairmanships in their conferences attend one of these meetings so that this new set-up in our association may be launched in a big way.

UNDER THE SHOWERS



THE author of the article, *Keeping 'Em Fit* in this issue of the Trainers Journal, Robert E. Shelton is a graduate of Murray State Teachers College, Kentucky. While studying for his master's degree at Louisiana State University, he assisted Trainer Mike Chambers. After serving as assistant football coach, athletic trainer and head track coach at Classen High School, Oklahoma City, he became head trainer, swimming coach and instructor in physical education in charge of corrective work at the University of Colorado. That's a great record, Bob, and we're proud to claim you as a member of the Trainers Association.



THE chairman of the Indiana Intercollegiate Conference representing the National Athletic Trainers Association, Robert Ful-ton, wrote me the other day and said in a few words something that I have been trying to express in thousands. I quote: "When I first received word that the *ATHLETIC JOURNAL* was adding a section for trainers, I realized that a step forward had been taken for the future safety of our athletes. Now, more than ever, it is imperative that our young men be physically fit. We, as trainers, in whatever capacity, have an added responsibility for keeping our men sound and wholesome, physically and mentally. The Trainers Journal can give impetus to our work through its articles by our leading authorities." Robert is head trainer at Franklin College, Franklin, Indiana. He has requested all trainers in that conference to write him for information about the National Athletic Trainers Association.



ANOTHER member of the Trainers Association doubling up as athletic trainer and coach is K. E. L'Hommedieu, author of the article, *The Responsibility of the Coach in the Care of Athletic Injuries*. While studying for his master's degree at Springfield College, his alma mater, he did special work in tests, measurements and body mechanics with Professor T. K. Cureton. Since his graduation, he has been wrestling coach, athletic trainer and instructor in physical education at St. Lawrence University.



A NEW member this year of the Trainers Association is Franklin E. A. Loew, instructor in physical education at Cleveland Boys School. While at Ohio University, from which institution he was graduated in 1940, he served
(Continued on page 39)

Keeping 'em Fit

By Robert Shelton

Athletic Trainer, University of Colorado

MANY parents have broken their sons' hearts by saying, "I don't want Johnnie to play football—he might get hurt." There may have been some basis for those fears a decade ago, but not today. Here at the University of Colorado, and at similar universities all over the country, we see that Johnnie Athlete gets every attention necessary to keep him fit and healthy and in the game he chooses to play. Johnnie's chances of getting hurt are not wiped out altogether, I am not saying that. The injuries that he does sustain are treated immediately, treated right, and, almost without fail, cured permanently.

The part that the athletic trainer and athletic training room play in modern college football has increased in importance until it is on a par with any other phase of the game. Coaches depend on the team "doc" and the training room. The players themselves place their entire careers, and often their future happiness, in the hands of the trainer. Modern parents with strong, healthy sons, have come to realize that their Johnnie can play football with ever-increasing safety.

Football Criticized

Although football dates back almost to antiquity, modern football training, as we know it, got its start in the early part of the twentieth century. Frequent and serious injuries caused much criticism to be made of the game and the men in it. Something had to be done in order to preserve football and continue it on its way without handicaps.

At first the athletic training personnel consisted of persons concerned only with taping ankles, bandaging cuts, and simple massage. Any sprain or strain received on the field was treated by the masseurs and this process of rubbing out the soreness continued, accompanied by great suffering and much agony on the part of the injured boy. The trainers of the early days were the coach and his assistants, or even the local barber or horse doctor. Very little consideration was given to the suffering of the athlete and many times boys were seriously affected, either at the time of the accident or in later life.

Football Helped Training

With the speedy development of football, from which most injuries arise, the training profession, too, has developed. The medical profession has given a badly needed helping hand, with the result that today, trainers in most of the large uni-

versities have been duly recognized by this profession and can proceed to reduce serious athletic injuries materially. Less than ten years ago, a national organization of athletic trainers was organized. The purpose of the organization was to develop the training profession and to create a better understanding of training techniques. The university and college trainers of the nation are constantly striving toward a better understanding of their problems. The need of a better training knowledge among high school coaches has been realized, not only for the benefit of the athletes themselves, but to reduce the many injuries that the high school athlete brings with him to college, which handicap him to a great degree in competing in college athletics.

Trainer Rated Highly

The athletic trainer is more or less a co-ordinator of athletes and coaches, since he is constantly in touch with the players when they are in the lowest physical condition. He is taken into the boys' confidence and he understands their feelings better than the coach. Realizing this, athletic administrators have chosen the

best type of individuals to handle the training program.

The trainer of today is considered a member of the athletic staff, and, in most cases, a full-time member of the university faculty. The coaches of the various branches of athletics rely on the judgments of the trainer, and heed his decisions as to the physical condition of the athletes. In reality the training program is more or less a separate field from the sport itself. The training program is not concerned with winning or losing but with the welfare of the boys themselves. Sometimes, when the pressure is strong, the coach may overlook the welfare of the player, and unintentionally play a physically unfit boy. It is, therefore, the duty of the trainer to say whether or not the boy should play, thereby relieving the coach of this responsibility and, in many cases, preventing him from making a costly mistake.

The training program is concerned with the prevention, diagnosis, and treatment of all injuries received in athletics. It is the trainer's duty to keep records of various injuries and to follow up these injuries with the proper methods to prevent recurrence and avoid any serious results later. Every means of taping, bandaging, padding, exercising, etc., is used for prevention. In diagnosing the severity of injuries, the trainer must have a good background in the techniques of first aid, and administer the necessary treatments to prevent serious damage. In treating the various injuries, every possible method is used to speed up the process of repair, without any further complication and serious damage. Since it is of great value to the coach that the players be restored to physical fitness as soon as possible, the trainer must work as fast as possible. He must know, therefore, the various agencies that will help nature speed repair and be able to work with them.

Training at Colorado University

At the University of Colorado, there have been a great many men who have served as trainers. Some were townspeople, local physicians and osteopaths. Some were connected with the institution and some were not. The first organized training unit was established in 1924 by Dr. Kennedy and Dr. Idler. Following Dr. Idler came Dr. Geim, a local osteopath, who now is a medical doctor. The training duties were first taken over by a full-time faculty member in 1935, when



Fullback Ray Jenkins, who also helps in the training room as an assistant, tries out the new whirlpool bath while Don Creese, assistant, looks on.



Here assistant trainer Bob McAfferty supervises a diathermy treatment of star back Paul McClung. Leg bruises may be quickly remedied by immediate treatment with this fine machine.



The author (right) works out the soreness from backfield man Vern Lockard's shoulders with a hand vibrator and masseur, while assistant trainer Gene Noce applies heat to the patient's leg.

Howard Waite was added to the staff of the physical education department. In 1940, Waite resigned to accept a similar position at the University of Pittsburgh and was replaced by the present trainer. It is through men like Howard Waite that the training field has made its progress. Besides writing many articles on athletic training, he has invented a special type of knee brace that has brought much comfort to athletes and aided in the treatment of that most dreaded of athletic injuries. Our present staff of trainers consists of seven student assistants who serve in this capacity in order to work their way

through school. They are required to work many long hours, and when the other students are in the stands to cheer their teams, these boys are busy getting the stars bound up for their acts. The majority of the student trainers are athletes themselves and thus have a personal knowledge of the value of physical fitness and treatment of injuries.

Boys Considered First

The duties of the athletic trainer are closely tied up with those of the physician. He is concerned with the welfare

of the athlete both physically and mentally, just as the physician is concerned with his patients both physically and mentally. His goal is to help the athlete enjoy the game by keeping him fit to perform. Often the trainer helps the boys with their personal problems. He is indeed the unsung hero of the playing field. His reward does not come from publicity but from the friendship of the players and the respect of the coaches. The trainer does not care if the players win or lose. He wants to know how much they enjoyed the game.

The Responsibility of the Coach in the Care of Athletic Injuries

By Kenneth E. L'Hommedieu

Coach of Wrestling and Athletic Trainer, St. Lawrence University

EVERY day new and more emphasis is being placed on the man who by hard work and out of sheer necessity keeps a school's athletes ready and fit. This man, called the trainer, is now the mind behind well-conditioned, energetic football teams. He is wise in his diagnosis of athletic injuries and sympathetic in his treatment of them. Today, under the stress of intense competition combined with the limited availability of high-grade players, coaches have begun to pay greater attention to problems of training and conditioning.

The spirit of competition is inborn in American athletes. Every coach likes to win and every coach likes to see his boys play good, hard, clean football. As long as the present attitude prevails, the football games in the United States are going

to improve in technique, smartness, team play and ruggedness. This is not wholly the coaches' fault, if it be a fault, for the athlete of today demands that he be given the newest methods and techniques of the game of football. Everything has been done to promote the game in matters of suits, stadiums and bands. What is going to be done about protecting the boy? What about his health? What about his body as he enters the football season anatomically perfect and leaves with an injury that may render him incapable of participating in any type of athletics in later life?

A great number of schools lack the necessary funds to enable them to employ a full-time trainer. Starting with the axiom that training is as vital and indispensable as coaching, some means must be

found to assure proper care of the athlete in the face of limited funds. Either the coach must act as his own trainer or the task must be assigned to one of the associate coaches or some other member of the faculty. In many cases, if the coach is ambitious, he can train some upper-classman who shows a great deal of interest in first-aid work and is willing to serve as team trainer. A bit of intensive study on the coach's part along with some intensive teaching imparted to the interested boy will pay dividends.

There are a number of problems that will have to be faced by the coach if an adequate training room is to be put into operation. Apparently, there are two main problems to be met: First, the problem of time; Second, the problem of equipment, which includes the matter of

finance. There are a number of excuses made by many coaches, but these two seem to be the main ones, and the poorest. I believe that coaches are using these arguments as a screen of protection. In time this screen, built upon the fear of a little extra work, will be torn down and they will be exposed as they really are—men seeking only personal satisfaction and glory without a thought of the boy who is making possible their dubious ascent to stardom.

As to the problem of time, the question is, how much time is needed to give adequate attention to the players? Speaking from experience, I would say at least one hour before practice and approximately one hour after practice. During the day, when an injured boy has a study period, or a gym period from which he may be excused, he should report to the training room for his daily treatment. This is done in colleges and universities and has met with great success. It might also be possible to meet some of the injured players after dinner at night for a few minutes. It must be remembered that every member of a football team is not treated every day. The number depends upon the extent of injuries prevalent. I would say offhand that probably a dozen men a day before and after practice would be in need of attention. Of course this takes into consideration the fact that some men will be treated during periods throughout the day. Saturday, every player who has a chance of playing should be taped. Sunday morning should be given over to those injured in the game Saturday. This may sound like too much work, but the coach must remember that it is possible for many players to treat themselves, thus taking a good deal of work off his hands. Regardless of the amount of work, the final result is worth the trouble.

Ways and Means of Securing the Necessary Equipment for the Training Room

In regard to the second problem, that of lack of equipment, let us use our imaginations for a few moments. There are many radiant heat lamps that may be bought very cheaply. Bakers may be hand-made. Wooden tables and cabinets may be made by the school carpenter or manual training classes. Simple medications, tape, bandages, would amply repay in service the amount of money used for them. Hot and cold water are cheap. Old wash tubs and basins may be used for alternating baths. To my mind it narrows down to this; if a school has enough money to equip a boy to play a sport, it should have enough money to take care of his injuries, regardless of how big or small they may be.

I hope I have impressed coaches with the fact that a trainer in their athletic

organization is an absolute necessity. The first thing to be done in filling this necessity is to find a doctor to check all players before suits are issued. This doctor should check all serious injuries and all injuries where there is any doubt as to what is wrong; he should have sprains X-rayed for possible fracture; he should have all reductions of dislocations, all headaches after knock-outs, and all epiphyseal separations checked.

The second thing to do is to find money for the necessary equipment and find space for such equipment. Money may be raised by sponsoring bridge parties, raffles, benefit games; by having each pupil in the school contribute a small amount; by getting the merchants of the town behind the project; and by convincing the board of education and the taxpayers of the necessity for such equipment. The space problem should not be one of too much difficulty. Any small room near the dressing room will do, or a part of the dressing room itself may be partitioned off for use as a training room.

The third thing is a question of the coach's individual character and his heart-felt warmth for the boys under his care. The training room becomes a personal problem for the coach, for he has chosen to take a group of boys under his care and supervision. While they are in his charge, he should make it a point to see that every possible advantage is given them. It is his job not only to supply them with the necessary game equipment, but it is also his job to provide them with the necessities for the prevention of injuries, and for the care of those that are sustained. This may seem impossible at first, but the job should be tackled with a vengeance, with the knowledge that the best is being done for those youngsters who are trying to compete.

The whole point to this article is simply that the best possible equipment should be furnished to care for athletic injuries and to prevent them. Because such equipment is not yet available in many high schools is not a sign that the young athletes are not being taken care of, nor is it a sign that the coach is not doing a good job. It is a sign, however, that the coach is not doing the best job possible; that the athletes are not receiving the best care possible; and that there is a vital something missing that should be there for the use of all the athletes. It is the coach's job to put it there. This problem is not a question of time, money or equipment. It is a problem of whether or not the young athlete is going to get a chance to have the best possible care given to him under all conditions. The care of athletic injuries and the prevention of them is far more important than snappy uniforms, or a high-priced coach, far more important than having the sport at all, if proper care cannot be given to those playing the sport.

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TRAINER'S JOURNAL
Iowa City, Iowa

High School Trainers Lesson No. 5

Shin Splints

By Franklin E. A. Loew

Physical Education Instructor, Cleveland,
Ohio, Boys' School

AS the indoor track season begins, there are boys training long and hard on wood and other hard-composition tracks. Along with this early activity comes the shin splints problem. Any coach will say that best results cannot be obtained from a boy who has suffered a serious attack of shin splints sometime early in the season. The attack slows up the boy in his conditioning at probably the most important period of his season's training. This, however, does not mean that shin splints do not occur at any other time during the season; it is possible for the condition to occur anytime from the first day of the season to the last day.

Shin splints may be so painful as to render the legs useless, even for walking. This may be fully realized when the nature of the trauma is known. In reality, shin splints are bone fractures. They are caused by the tearing away, by violent extension, of the periosteum, the tough fibrous membrane that surrounds the shin bone. This membranous attachment to the bone is rendered firm by inward prolongations of the periosteum, called fibers of Sharkey. Three muscles are mainly responsible for shin splints, the tibialis anterior, the extensor digitorum longus, and the extensor hallucis longus. These muscles originate on the anterior surfaces of the tibia, fibula, and on the interosseous membrane. They act as extensors of the toes and flexors of the ankle.

I believe the use of preventive methods is the best way of dealing with the problem of shin splints. Hard running surfaces, or surfaces drastically different in elasticity from the home track, should be avoided as much as possible. If a team takes part in a track meet where a hard

Illustration 1—Using one-inch tape, run strip on sides of calf, across the shin bone in cross-fashion.

Illustration 2 shows tapes 1, 2, 3, 4, 5 and 6 overlapping.

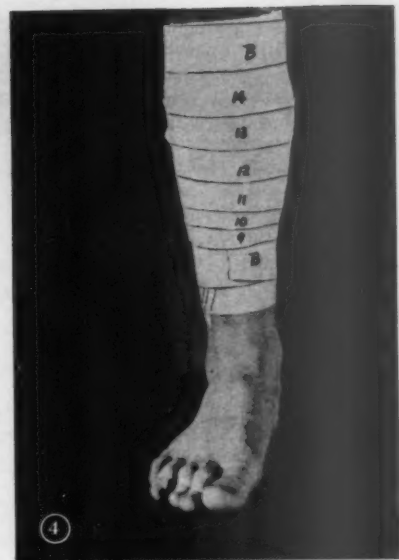
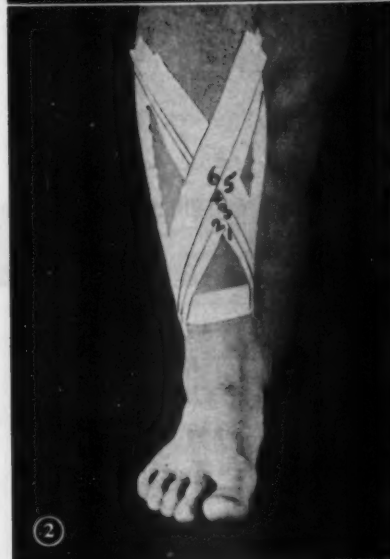
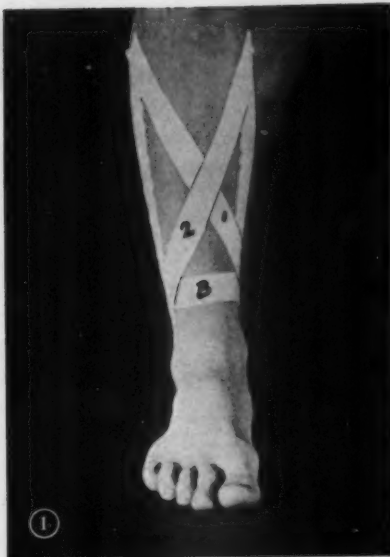
Illustration 3 shows binders in place.

Illustration 4—Starting at the bottom, pulling from the inside to the outside, cover tapes 1 to 6.

Illustration 5 shows side view of completed taping.

Illustration 6 shows completed taping from the rear. Note only the binders show.

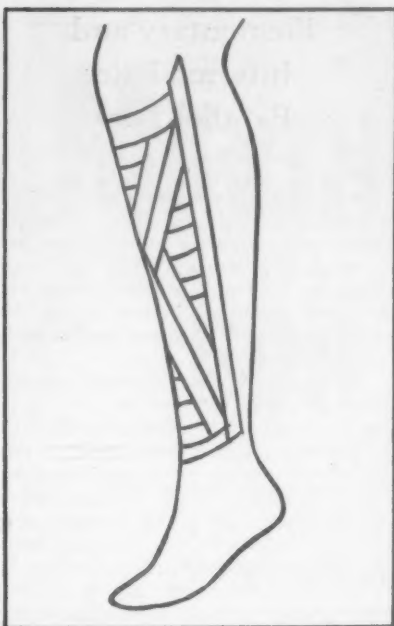
Illustrations prepared by Bill Frey.



track is used, a coach should be sure to have the boys warm-up sufficiently before they even step on the track, using calisthenics, light massage, and heat. If the day is brisk, the boys should warm their legs indoors over a steam heater for at least fifteen minutes before they go out of doors. If a coach stresses thorough warming-up before participation, and insists upon it, he will probably not be troubled with caring for shin splints.

The best treatment for shin splints is plenty of rest and heat with very light massage. The boy usually cannot be spared from the meet for the necessary length of time, so oftentimes methods of treatment must be used which will enable a boy to return almost immediately. The heat, rest, massage treatment should be used for as long a period of time as possible, and a coach should adopt the added precaution of proper strappings which I shall describe as follows:

First the shin and surrounding surface of the leg should be shaved. Then, a strip of one and one-half inch tape should be started about two and one-half inches to the side of the shin bone, pulled lightly toward it, and continued for about two and one-half inches on the other side. The strips should overlap on the shin. As the bigger portion of the calf of the leg is reached, the strips should be varied in size. They should be continued up as far as support is needed. Then a piece of



one and one-half inch tape may be started at either lower corner of the taping surface and pulled up to the opposite corner at an angle. This should be repeated on the opposite side, four cross strips being used this way. These strips should be pulled snug. The strapping should then

be boxed in with one and one-half inch tape. This strapping job is intended for use only while a boy is actually participating actively in a meet. To make this a permanent job, the entire inner length of the shin bone should be padded with cotton.

The pictures on taping for shin splints that appear in this issue were supplied by the editor of the *Trainers Journal* and do not coincide exactly with the taping suggested by the author of this article.—Editors' Note.

Under the Showers

(Continued from page 34)

as head student trainer under Thor Olson. He was a member of the college forum on health and physical education at the 1938 convention of the Ohio Health and Physical Education Association and chairman of that group in 1939. Here's a hearty welcome to you from the Trainers Association.

Every day I receive letters from trainers, doctors, coaches, athletic directors and others interested in the National Athletic Trainers Association. We have three types of membership, senior, junior and associate, and we encourage everyone interested in athletics to become a member. If you are in doubt about the class in which you belong, write me and I will mail all the information needed to classify you.

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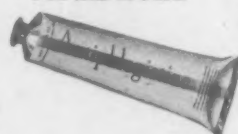


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Elementary and Intermediate Parallel Bars

(Continued from page 32)

If the performer wants to swing up to a handbalance from a glide kip, he should endeavor to assume a half-lever position in which he is leaning slightly backward. From this position he is able to extend his body forward to a maximum so that he may swing to a handbalance position with a minimum of effort.

Uprise: The uprise is executed from an upper arm hang on either the forward or the backward swing (Illustration 12). In each case, the learner should utilize to the full the momentum of the legs before he exerts the main pull with the arms. Even in the upper arm hang position, the learner should remember to swing from the shoulders rather than from the hips.

Single Leg Turn from Cross Rest: This type of stunt is useful in changing direction in a routine or combination. At the end of the forward swing, the learner makes a quarter turn left (or right) and transfers the right (or left) hand to the left (or right) bar. He then continues to swing the leg in rhythm and makes another quarter turn left, to assume a cross-rest, facing in the opposite direction (Illustration 13). The performer is also in an excellent position to fit any type of stunt in his routine.

Backward Giant Roll or Hollow Back Roll: In order to execute the backward giant roll or hollow-back roll (Illustration 14), the performer extends his hips to a maximum, thus enabling him to obtain as long a pendulum as possible. In this way he is able to convert most effectively his downward momentum in an upward direction. Forceful pressure with the hands on the bar aids in the lifting of the legs. When the body has attained its maximum height, the performer throws back his head and this, combined with the upward momentum and push from the hands, enables him to complete the backward roll. These rolls may be executed in a forward as well as in a backward direction.

Illustration 9—A Quick Swinging Handbalance Change.

Illustration 10—Uprise, Straddle to Cross Rest.

Illustration 11—Glide Kip.

Illustration 12—The Uprise.

Illustration 13—Swinging from the Shoulders is an Important Fundamental.

Illustration 14—Handbalance on High Parallels.

Illustration 15—Cross Rest.

Illustration 16—Hang Lying Position.

Illustration 17—Hip Swing Up to Cross Riding Seat Assisted by Heels.

Illustration 18—Upper Arm Hang.

Illustration 19—Shoulder or Upper Arm Balance.

Illustration 20—Forward or Backward Roll.



Outside Carry from Swinging Cross Rest to Cross Rest in Opposite Direction: On the backward swing, the performer flexes at the waist. As he raises the hips high, he transfers both hands to the one bar. In this stunt, the hands should be changed to the one bar as the hips are still moving upward. The hips thus are carried outside the bars and, when they are brought back between the bars again, the performer grasps the other bar and thus assumes a cross-rest position in the opposite direction (Illustration 15).

Flying Kip: From below the bars, the performer jumps into a flexed position (Illustration 16). With the hips traveling forward, he pulls strongly with the shoulders and shoots the legs up as high as possible. He should finish the trick in an upper arm hang position. Advanced variations of the trick are: (a) flying kip to a support, and (b) flying kip with a half turn to an upper arm hang.

Handbalance on Both Bars: The handbalance should be learned first on the low parallels (Illustration 17). When it is tried later on the high parallels, a mat should be draped over both bars. The performer should attempt the handbalance at the near end of the bars (portion left uncovered by the mat). Should he slip or overbalance, he may do a forward roll and avoid danger of injury. When he is ready to try it alone, without use of the mat, he should do it at the far end. If he overbalances, he should release one hand and hold on with the other. This procedure should permit him to land safely.

Handbalance on One Bar: Handbalancing on one bar should also be learned on the low parallels first (Illustration 18). When the performer is ready for the high parallels, he should remember that he should release one hand and hold on with the other if he overbalances. Later he can do a squat-vault dismount or a stoop-vault dismount from this position.

A Quick Swinging Handbalance Change: The performer makes a vigorous turn simultaneously with the head and shoulders in the desired direction just before he attains maximum height. The hands are released together rather than one hand at a time (Illustration 19).

Uprise, Straddle to Cross Rest: The performer continues the momentum gained by the uprise on the backward swing by pushing vigorously with the hands and flexing at the waist. While the hips are at their maximum height, he makes a quick straddle with the hands as he cuts and grasps the bars (Illustration 20).

Progression Program for the Parallel Bars

Jump to a cross rest (Illustration 5); dismount to the mat.

Jump to a cross rest; raise the right knee upward; same with the left; alternate.

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Jump to a cross rest; raise both knees upward.

Jump to a cross rest; raise both knees upward; straighten the right leg out and then the left.

Jump to a cross rest; do a lever with the legs and open and close. Jump to a double-knee hang over both bars; pull up to a cross-riding seat.

From rest position, raise the right hand from the bar several times.

Take two steps forward with the right

hand and return; then two steps forward with the left hand.

Change the right hand to the reverse grasp; return and do the same with the left.

Walk along the bar on the hands with short steps from a cross rest.

Walk along the bar, changing grasps.

Walk along the bar with reverse grasp.

Take two jumps forward and return.

From a front rest, jump the length of the bar with short steps.

Jump from ordinary grasp to reverse grasp.

From posterior cross stand, jump to a cross rest, back toward the bar; walk backward with short steps.

From posterior cross stand, jump to a cross rest; jump backward with short steps.

From a bent arm cross-rest, walk for-

(Continued in February issue)

Basketball of Championship Caliber

(Continued from page 31)

the back court, makes a change of direction, changes pace and cuts off of center to receive the ball from 1. Three may dribble in for a lay-up shot, use a one-hand shot pass to 5 coming into the basket, or he may set a post for 1. Two and 4 slide out for defensive balance.

Keeping a Basketball Team in Condition Throughout the Season

By M. G. Anderson
Cretin High School, St. Paul

MY team at Buhl High School, which won the 1941 State Basketball Tournament, was a well-conditioned team, well able to stand the strenuous play of tournament games.

We used the quick break at every opportunity and when the defense was set, we used a few set plays, employing the natural screens and blocks. Our center was the rover and had his choice of playing in the hole or pulling over to the side opposite from the ball to set up a block.

All during the season and in tournament play, our opponents were kept busy with a five-man attack rather than with a few individual stars. It was team work that pulled us through. Seldom was the

same player the high scorer in any two successive games.

On defense we used a man-for-man and zone combination which proved very successful all season. Each man played loosely except when his man had the ball. Both the short-side guard and forward drifted toward the ball and played the ball more than the man. Whenever an offensive man got by the front defensive man, there was some one picking him up or slowing up his progress with the ball until assistance came. During the regular season, as well as through the tournaments we "ragged" our opponents all over the floor and I believe this was effective in showing up a weak offensive guard or forward and resulted in many baskets from loose balls.

This style of play may seem to be more tiring, but our boys liked it and were very adept at checking in the front court. Sometimes we "ragged" our opponents for a quarter then dropped back the second quarter and massed our defense in front of the basket. Such defensive tactics kept our opponents changing their style of offense without very effective results. It also prevented the opponents from using set plays in the front court. The boys played the ball and, consequently, made a great many interceptions. Our boys gambled on defense and the combination

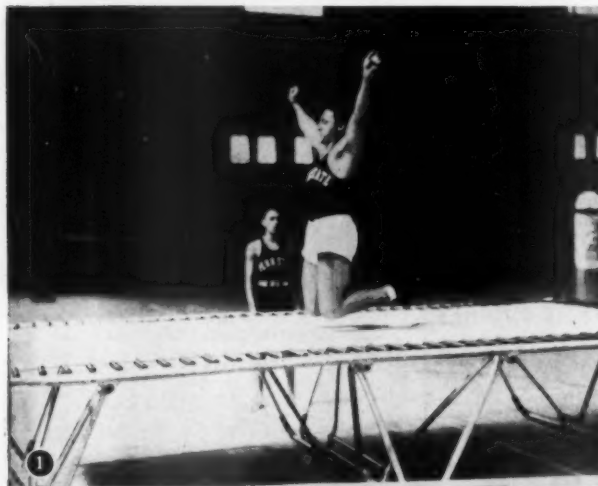
or team defense which we employed, checked our opponents from driving in for many set shots.

I believe too many coaches overtrain their basketball teams and before tournament time the boys have reached their peaks. About midway in our schedule we worked out but three days a week. Monday was devoted to going over mistakes of our previous game, limbering up and laying plans for attack against our next opponent. The starting five boys stayed out for an hour; the last half hour of practice was devoted to the reserves. No practices were held on Tuesdays. Wednesday was our hard workout with the boys eager for a scrimmage after a day's lay-off. All scrimmages were regulation game length and fouls were called to make the practice a game situation. Thursday was devoted to tapering off; shooting baskets, practicing set plays, shooting free throws and reviewing our opponent's attack was the program. Friday, game night and the boys were ready for action.

I have used this plan during the past three years with weak teams as well as with strong teams and have found the boys always eager to play the game with the spirit of fun still left, after a long, drawn-out season. I would appreciate hearing what other coaches are doing along this line.

Trampolining, America's Newest Sport

(Continued from page 11)



may be purchased as any other gymnastic apparatus. In the past, all trampolines, whether constructed of hickory, wood or iron, were built by the performers using them. Through the combined efforts of George Nissen and Larry Griswold, this apparatus is now available for college and high school gymnasiums, athletic clubs, Y.M.C.A.s and beaches. It is fifteen feet long, eight feet wide and three feet high, with a frame of steel tubing with malleable iron fittings. The framework is so hinged that the whole device will fold quickly and will pass easily through a six-foot doorway. Because it can be rolled easily to any place on the floor or can be set up against a wall or folded to store away, the trampoline is particularly well adapted for the gymnasium.

Trampolining appeals to everyone, including the handicapped, because a large variety of exhilarating tricks are within the range of the novice. Its place in physical education and recreation classes may easily be justified. Its creation of a voluntary interest in the mind of the student attests to its value in relation to modern practices in education. Trampoline workouts will prove invaluable to those seeking to perfect themselves in the rhythm and dexterity of movement, so vital in competitive sports. The trampoline itself affords opportunity for spirited competition as be-

ginner become skilled performers. A point scoring system leading to keen rivalry may be worked out by the instructor.

The Fundamentals of Trampolining Must Be Taught and Mastered

The fundamentals of trampolining are simple and few, but they must be taught and mastered if the beginner wishes to achieve the grace and poise which are so beneficial to athletic advancement. The sport is so stimulating that performers tend to become careless; thus, close supervision and spotting are necessary. It is well to give careful consideration to some of the elementary techniques and safety measures such as the following:

1. There should be at least one spotter on each side of the apparatus when someone is performing.

2. The importance of correct and smooth bouncing should be stressed. Arm action is similar to that on a diving board. Arms swing up and sideward in unison with the bounce, thus assisting in balancing the body and in gaining height. The feet should be slightly apart to keep sidewise balance. The body should be erect. Beginners should be discouraged from getting too much altitude and should bounce in the center of the canvas.

3. The first skill that may be taught in connection with the elementary bounce is the technique of checking the landing. *Reckless bouncing is dangerous and must be discouraged.* It is important that the performer know how to "put on the brakes" before learning to run the machine, especially if he finds himself near the ends or sides of the canvas. When checking the bounce, he should bend his knees and raise his arms somewhat, to produce a shock-absorber effect.

4. The instructor should insist on short practice periods. He should not let the performer exhaust himself. Several short workouts produce better effects. Control and co-ordination are lost when the slightest fatigue is felt. The performer should not try to master the whole repertoire of trampoline tricks in one workout. They cannot be learned that quickly, and studies indicate that many thousand different feats or combinations are possible on the device.

5. The performer should work on progressive steps and master each turn. He should repeat the same skill over and over, stressing form, control and landing.

6. The performer should walk off the trampoline, and should not bounce off.

7. Although the apparatus is strong enough to hold five boys, it is a good policy to have one boy work at a time. Unless performers are skilled in doubles work, two on a trampoline will not be satisfactory.

8. Although the pictures do not show the canvas mat covering for the springs and side fittings, it is wise to have the trampoline covered so that a possible in-

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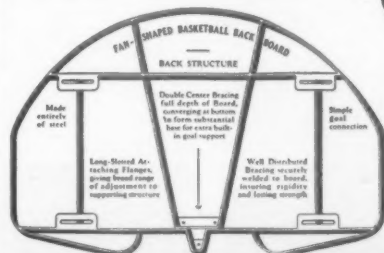
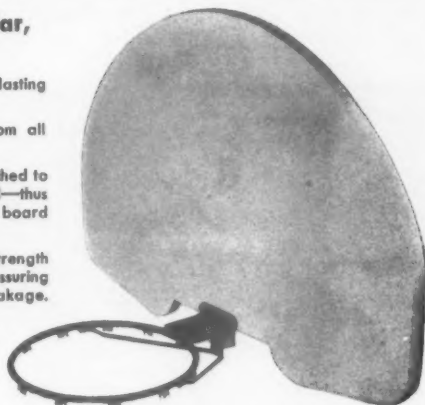
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jury may be prevented, if a performer should land off the canvas.

There are eight basic landing positions which may be used successfully in completing one or more skills or as take-off positions for some trick which is to follow. Landing positions must be mastered, and it is wise to remember that the more nearly flat the landing is, the softer it will be. When ending a flip, it is just as much of a trick for the performer to land flat on

the back or any other part of the body as it is to land on the feet. Landing positions are as follows:

1. *Feet*: Landing is erect, flat-footed, with body in vertical position. Toes are extended only as the lift begins.

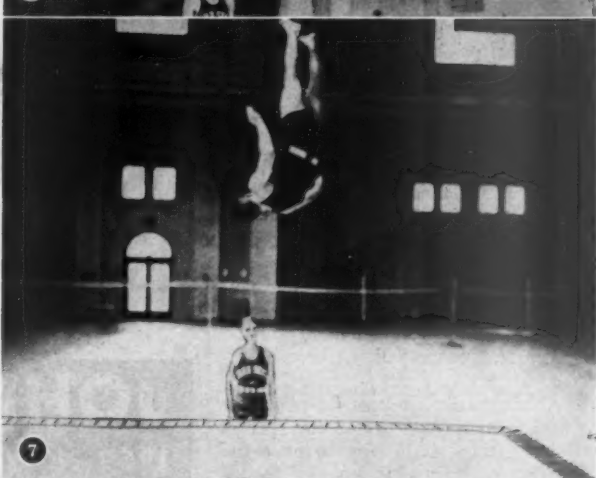
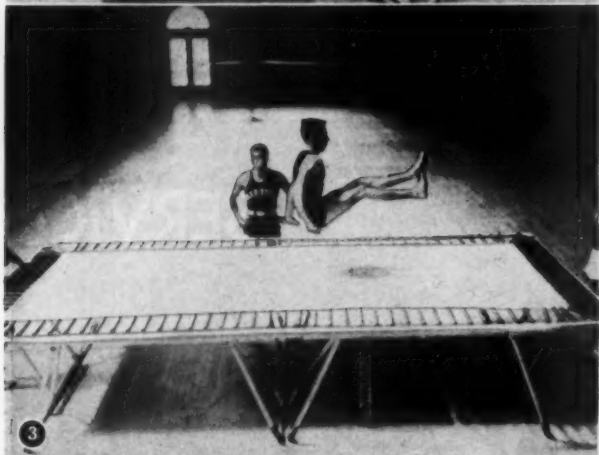
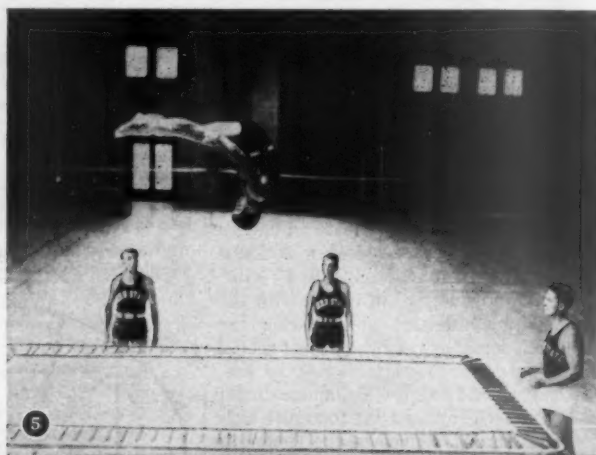
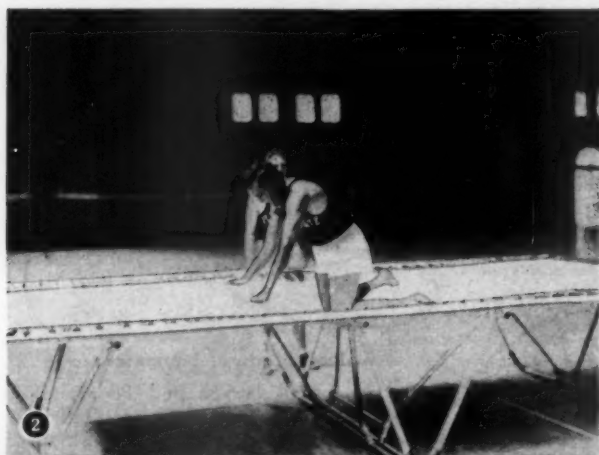
2. *Knees*: Landing is on the knees, legs and feet with toes extended, and not on knees alone. The upper part of the body remains vertical (Illustration 1).

3. *Hands and knees*: Same as No. 2, ex-

cept that the body is bent forward so that the hands also make contact with the canvas (Illustration 2).

4. *Sitting*: Ordinary sitting position with legs extended. Placing the hands on the canvas on either side of the body as the "flat seater" is taken will assist in the execution of the movement (Illustration 3).

5. *Prone or belly*: The flatter, the better. Simultaneous contact of chest, belly, thighs and forearms should be made.



Arms should be held to the sides, with forearms at right angles to the upper arms.

6. *Reclining*: Body is straight and landing flat, with only the head slightly lifted from the canvas.

7. *Back*: Landing is on the small of the back, with legs straight, and body in pike position, head tucked forward.

8. *Shoulders*: Landing is on the shoulders with head bent forward, body in pike position.

These landing skills in themselves may easily be mixed up to make a hundred routines. The head is important, and it is axiomatic that where the head goes, so goes the body. Control, rather than height, is important. The performer should not try for altitude at the expense of control.

Elementary and Intermediate Skills

1. Bouncing controlled. Mimicing characters. From the erect bounce such mid-air maneuvers as toe touches, seat kicks, running in air, vertical spins and the like will motivate practice in controlling bouncing (Illustration 4).

2. Basic landing positions done in swing time. Very simple tricks done in combination or swing time, and done well, look better and are usually more gratifying.

3. Basic landing positions in combination with intermediate bounces.

4. Basic landing positions in combination without intermediate erect bounce (seater to belly, to knees, to feet, etc.).

5. Basic landing skills done with side-wise spinning turn tables.

Advanced Skills

Twisters, flips and doubles are in the category of advanced trampolining. They should not be introduced too fast. The beginner should first have mastered the elementary skills. As a preliminary precaution to advanced skills, it must be remembered that flips and twisters should not be attempted when the take-off bounce is off balance. Up and down movements and somersaults should be done in the center. The large expanse of the trampoline is intended for the user's safety.

1. Forward somersault, to shoulders, to back, to seater, and to feet. Illustration 5 shows a forward flip in pike position to shoulders, which amounts to a half somersault.

2. Back somersault, half to belly, to knees, to feet. The back somersault can be learned easily with the help of a spotter who assists by standing at the side. The performer should bounce up straight so the landing is in the center. Beginners should first learn back somersaults with a tight tuck and land on knees or chest if they cannot complete the rotation. Illustration 6 shows the position of the head and body.

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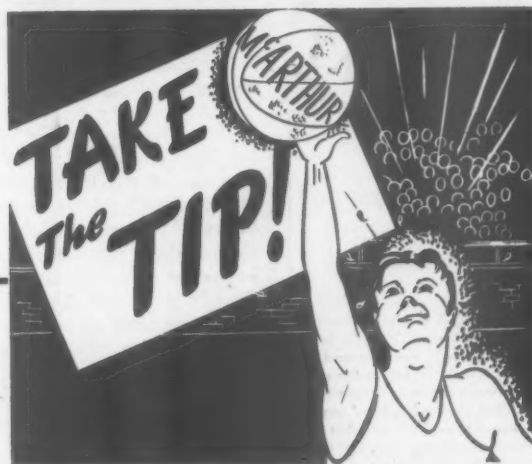
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No, it is not miniature. It is regulation in every respect. Public, both young and old, also ranking tournament players, have endorsed it enthusiastically. Plays faster than conventional. Favorable ground permits building, ready for play, in 60 days. It is lighted for night play at modest and practical cost. Most any shaped piece of ground can be used, having minimum length of 300 yds. We have designed courses for you fitting tracts of land larger than 12 acres. These are illustrated in set of drawings.

Prospectus, which includes nation-wide construction cost analysis, as well as suggested means to pay all cost, will be sent on request.

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3. Half and full twists around a vertical axis into seater, belly or back landing.

4. Above skills in combinations and swing time.

5. Forward one and one-half, landing on the belly.

6. Back one and one-half, one and three-fourths, to seater and back. The one-half front and back somersaults are relatively easy and can be accomplished quickly after the front and back somersaults are gained. No extra height or spin is required. It is only a matter of holding the tuck long enough to get the body in the desired landing position.

7. Twisting somersaults are next in line; forward with half twist, full twist; backward flips with half twist (Illustration 7). The point to remember in twisters is that the head is the controlling factor. If the twist is to turn left, the head turns left, and the eyes look over the left shoulder, while the arms help the twist by swinging in the same direction as the head.

8. Doubles are for the more advanced group. Doubles may be either somersaults or twists. The double-forward landing in the sitting position can be accomplished without too much effort, but the double-back somersault must be well balanced and controlled, since the movement is backward and harder to see. The double twist in the erect position has beauty. The back flip with a double twist is perhaps the most difficult single trick and can be attempted only by star performers.

9. Combinations of the above advanced skills or the skills done in swing time round out the advanced list of routines.

Figured mathematically, there are over a million combinations of tricks on the trampoline, so, as skill is achieved, the experienced trampoline fan may work out his own tricks or combinations. Dives may be practiced as on a diving board. Swans, one and one-half, gainers and the whole diving series are possible. Repetition is the secret of success in mastering any of the tricks the trampoline holds.

Intramural Boxing

(Continued from page 28)

finally, professional boxing. High school educators have watched this evolution with disgust and have concluded boxing is bad. That kind is. Some educators have observed the after-effects of professional boxing and concluded that the results of school boxing would be the same. Such conclusions are faulty and unfounded.

Many educators are not aware that this new sport of college boxing is an entirely different activity from professional boxing. By not sponsoring intramural boxing, high school leaders are defeating the purpose for which they are paid. They are encouraging boys to enter the semi-pro and professional fields. They have shifted their responsibility. It is most important to recognize that the spirit of combat is a natural one. Boys of high school age want an activity that will satisfy this desire. Football will answer the needs of twenty-five or thirty boys, but what about the rest? What about the small lad? Many times a boy who craves a combat activity is forced into semi-pro boxing with its poor leadership, simply because the high school principal is not progressive. This high school is defeating its purpose of building better citizens and better Americans.

Thus there is a new picture today. Let us summarize.

1. There is an abundance of capable, well-trained coaches today.

2. The College Rules Committee has established rules and regulations for high school boxing.

3. School boxing is founded upon the objectives of education.

4. College boxing coaches and physical

education departments will gladly co-operate with high school programs. The high school is their only source of talent.

5. A boxing program may be financed at a very low figure compared with other sports.

6. By the introduction of an intramural program, activity and competition may be extended to the mass instead of only to the class.

7. In over-crowded schools, large numbers may be handled at one time.

8. The sport, if properly supervised, has a natural appeal to all young men of high school age.

9. Like football, high school boxing is a money-maker.

10. If large gloves are used, if the rounds are short and carefully supervised and if only well-trained men are allowed to compete, high school boxing is less injurious than most of the competitive sports we now have in schools.

11. More important than any other reason that could be given for offering boxing in the schools is that Uncle Sam now needs men with courage—strong men who are equipped to cope with difficult situations.

The National Intercollegiate Boxing Coaches Association, individually or collectively, will work with the high school boxing coaches and co-operate with them. A complete program and outline of college boxing will be furnished upon request.

For the pictures used in Mr. Portal's article, we are indebted to Mr. Dwight Bentel, head of the department of journalism, San Jose State College.—Editor's Note.

ATHLETICS AND NATIONAL DEFENSE

(Continued from page 9)

and physical activities designed not so much to win school athletic fame as to build strength, physical fitness and recreational interests on the part of the rank and file of American youth.

Something more than lip service is needed today, if schools and colleges are to make their maximum contribution to the conservation and development of the health and physical fitness of youth and adults alike. Realistic proposals which will bind school programs of health and physical education to national preparedness will require in some instances change of dominating objectives; will certainly require more generous allotment of time and personnel; and may even require federal financial grants in aid. Such proposals must rest back upon the understanding and co-operation of parents, school officials, health officers and the general public. Only with the close co-operation of all concerned will we be able to make programs of health, physical education and recreation full-grown members of the educational family rather than stunted step-children.

NATIONAL security today requires the leadership of men with physical and mental stamina. These may best be found among college men with athletic training who possess the co-ordination of clear minds with sound bodies, and who know the meaning of discipline and co-operation.

*Edwin N. Atherton,
Commissioner, Pacific Coast Conference*

OF ALL the experiences in my life prior to entering the military service, those which stood me in greatest stead in my military career, and particularly during the times when we were in actual combat, were the experiences and lessons had and gained in my athletic associations and contacts—both as a participant and as an official. They engendered qualities which were conducive to leadership, the training and handling of men, the qualities necessary to withstand actual combat conditions and participation, and they developed the proper instinctive reactions which were necessary in battle, under fire, and in the other many emergencies which arise in military life.

*Meyer Morton,
Western Conference Football Official,
Chicago, Illinois*

FOR over fifty years I have watched college athletes' records in the army and navy and am convinced that their athletic training and competition have played a large part in their later successes in the service of our country.

*George Bryant,
Secretary of the Mid West College
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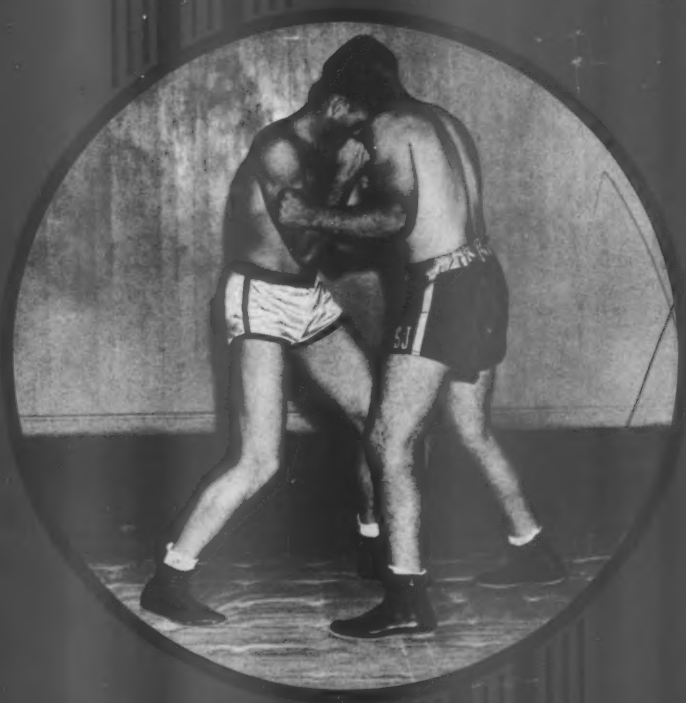
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Vol. XXII, No. 6

February, 1942



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5350 teams**

GIVE your players a Seal-O-San finished floor and you give them *confidence*. You give them sure-footing...add speed and zip to dribbling, passing, shooting.

By giving them Seal-O-San's non-slip surface, you help them avoid serious injuries from skids or falls. You help develop teamwork... help them maintain condition, high morale, and the will to win.

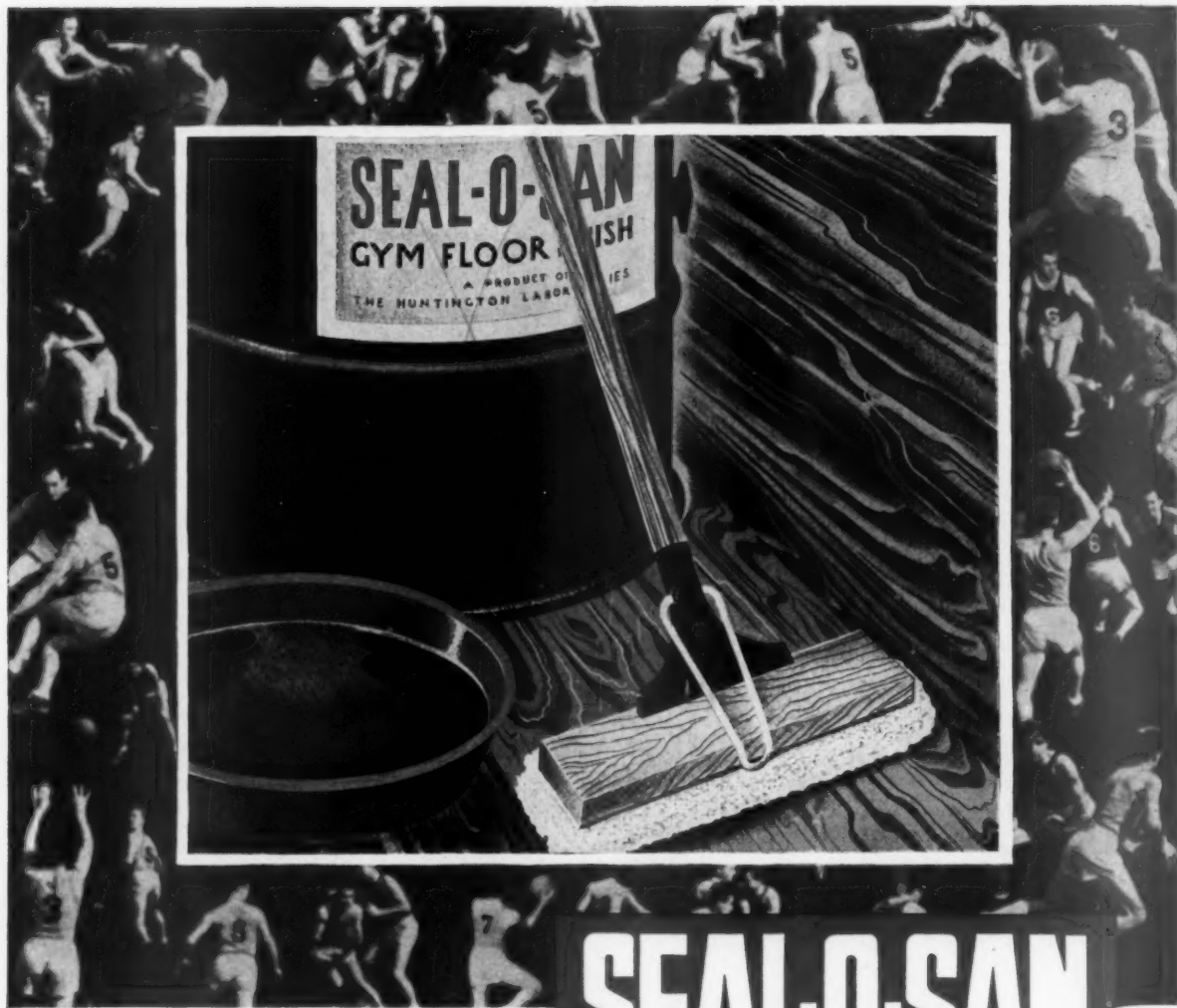
These are the "breaks" Seal-O-San has given to more than 5350 coaches—"breaks" that Seal-O-San

floor finish can also give to *you*.

Seal-O-San is certain to help your team because its special ingredients give positive floor traction for quick starts and stops. It permits clever shifting and sliding. Front turns and reverse turns are quickly mastered. Footwork and team play show *immediate* improvement.

So put a mop-applied, economically maintained Seal-O-San finish on *your* gym floor *now*, and enjoy the same benefits that 5350 successful coaches are today receiving.

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ONLY THE NAME SEAL-O-SAN ON THE LABEL MEANS
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SEAL AND FINISH FOR GYMNASIUM FLOORS



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Cooper's Catcher's Mitt

Choice, tan, greased cowhide. Good-quality padding. Laced type wrist strap. List Price \$8.75. Trade Price \$6.50.



John Sturm Baseman's Mitt

Willow cowhide. Well-broken-in pocket. Two-piece back. Leather-laced wrist strap. List Price \$5.75. Trade Price \$4.25.



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